



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	ARISE High School	Principal	Liz Solis
Pathway Industry Areas:	Community Activists	Principal Phone:	510-926-6262
School Address	3301 E. 12th St. Oakland, CA 94605	Principal Email:	liz@arisehighschool.org
School Phone	510-436-5487 x224	School Fax:	
2015-16 Enrollment (9-12)	260	Anticipated Grant* <small>(\$200) x enrollment.</small>	\$50,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
109	139	94.2%	2%	20%	38.0%	89.5%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
1.2%	1.2%	0%	94.6%	.5%	0%	2.5%	0%

Planning Team Members and Role <i>(Who is completing the Planning Grant Application?)</i>	
Name	Role
Liz Solis	Co-Principal
James Baldwin	Business Manager
Natalie Hernandez	College Access Director
Romeo Garcia	Merritt College Consultant
Anna Johnson	Public Policy Expert

School Vision:

The MISSION of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community.

At ARISE we nurture, train, and discipline our school community to engage in a continuous practice of developing mind, heart, and body towards a vision where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions towards a more healthy, equitable, & just society.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Important note about the design of ARISE and the pathway: Because ARISE is a small independent high school, nearly all of our practices are school wide. We prefer to focus on fewer things in depth. This will be the case with the pathway that we create. The pathway will apply to ALL students at ARISE. As such, in this application we do not make the distinction between 'ARISE' and the 'Pathway' because they will be the same thing once implemented.

ARISE's commitment to a social justice centered pedagogy and philosophy along with our commitment to making each of our students college ready, shapes our signature school practices. These include:

- A 4-year College Prep Curriculum taught in Advisory and lead by our College Access Coordinator
- Fulfilling and (surpassing) A-G requirements
- A Junior Institute (9th/10th grade) and Senior Institute (11th/12th grade)
- Bridge Presentation (stepping up presentation and ceremony) to transition into Senior Institute
- Preparing and presenting 4 proficiency defenses in our classes
- Cultural Immersion
- Youth Participatory Action Research Projects (YPAR)
- Integrated Community Services and partnership with organizations like Build-On
- Community displayed artwork and partnerships with the California College of the Arts
- Field Work and Cultural Immersion requirements
- Diverse internship and summer program opportunities with organizations like Oakland Leaf, Summer Search, Oakland Peace Camp

*Please see charter for a full description of our theory of action and school practices.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	4	Rigorous, Relevant, and Integrated	3
Leadership Configuration	3	Collaborative Learning	2
Distributed Leadership	3	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	3
Open Access & Equitable Opp.	4	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2.5
Pathway Theme	2	Work-Based Learning	
Integrated Core	2	Types of Student Experiences	1
Cohort Scheduling	3	WBL Pathway Outcomes	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

Our team and leadership structure:

As a school that strives to create transformative change in our community we are committed to building and maintaining healthy communities through developing *community activists*.

Our current leadership model relies heavily on distributive leadership. We have two primary structures to enable staff and teachers at all levels to have an active role in school decision making.

Firstly, our teachers are given the option of getting paid to manage school-wide projects. Past projects have included - managing student data systems, developing college readiness curriculum, and managing Bridge and Proficiency Defenses. Teachers have developed much of our school from the bottom up.

Secondly, we have a flat leadership team that we call "Leaders Circle". Leaders Circle is composed of department leaders, support staff, administrators, parents and students. Leaders Circle makes many of the decisions that affect school wide policy and/or make recommendations for a staff-wide vote.

The Design Team and leadership distribution for the pathway:

Currently our leadership configuration allows for our by Co-Principal of Adelante Students Services and our future Director of Career readiness and College Access Coordinator to begin and continue the work for our Agents of Change pathway. Given the nature of our school and its small size we are choosing to identify as a single pathway. ARISE will adapt our existing courses to align with the career and college readiness goals of the pathway. So that, for example, the YPAR and fieldwork done in all classes will provide relevant real world applicable learning to the pathway field.

The increase in field work and YPAR projects, along with work based learning, are primary goals of our pathway. All teachers will understand the educational components necessary to get students college ready and they design participatory research projects in their class that are aligned with the pathway so that students get hands on and real world learning in and out of the classroom.

Our design team for this pathway will consist of: an administrator, a member of the business staff, our current college access coordinator, a board member, teachers, and parents. Many of the design team members will also overlap with the Leader Circle. The Director of Operations and Co-Principal of Adelante Student Services will coordinate the team. However, the Leaders Circle will be involved in all of the high stakes decisions recommended by the Design Team.

Budget	2015-16 Planning Activities	Anticipated Outcome
Coordination of Design Team: \$10,000	Engage stakeholders (students, parents, teachers, and community members) around Pathway design and goals.	<ul style="list-style-type: none"> Goals for Pathway are identified Possible pathway industries/ themes become visible from stakeholders Potential design elements become visible
<i>Included above</i>	Regular Design Team meetings to engage in the design process to develop the following key elements:	<ul style="list-style-type: none"> Design team iteratively synthesizes stakeholder feedback, site visits, research and existing ARISE theory of action to make recommendation for ARISE Pathway design, including:

	<p>Design team prepares plan for WBL with compatible school scheduling</p> <ul style="list-style-type: none"> • Design team prepares plan for adapting existing ARISE course to align with Pathway • Design team develops plan to provide opportunities for fieldwork and YPAR aligned to pathway in all courses. • Design team develops a plan for a sequence of community college courses that align with pathway, • Design team prepares plan to adapt our advisory curriculum to provide college and career readiness, including: career advising and selection, additional academic support, technical skill development, WPL placement and support, and socio-emotional support. 	<p>Plan for WBL and school schedule is proposed.</p> <ul style="list-style-type: none"> • Plan for rigorous pathway learning to happen in all course is proposed. • Plan for expanding fieldwork and YPAR is proposed. • Plan for sequence of community college course offerings is proposed. • Plan for advisory curriculum is proposed.
<i>Included above</i>	<ul style="list-style-type: none"> • Leaders Circle engages with recommendations made by the design team and approves or revises the design. 	<ul style="list-style-type: none"> • Leaders Circle presents a final draft of the pathway design to ARISE community
<i>Included above</i>	All staff vote on adopting the pathway and Board of Directors give final approval.	<ul style="list-style-type: none"> • Pathway is established for 2016-17
<i>Included above</i>	Design team becomes Career and College Readiness Implementation Team and continues to revise and guide the pathway	<ul style="list-style-type: none"> • Pathway continually improves all elements in a collaborative process

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Our current Rigorous Academics:

Rigorous academics are built into the Theory of Action of ARISE, starting with our grading system. ARISE is a standards-based grading high school. This means that we have developed and are continuing to develop Common Core and Next Generation Science Standards (NGSS). One of our goals at ARISE is to make sure that all students have both the academic and technical skill needed to succeed in both college and career. One way that we make sure that students are prepared is insisting that they master concepts and skills rather than just simply completing assignments. Grades are a reflection of what students know, not just what they turn-in.

All students at ARISE receive rigorous academic instruction and expectation while at ARISE. Our mission and vision are founded on two key beliefs

1. The belief that ALL of our students are capable of succeeding in college. Therefore, we never track students. We do not plan to dilute that belief with the establishment of a career pathway. However, we recognize the importance of career education because we know that students sometimes choose to not to attend college. We want to prepare them for an alternative option. We also know that career education helps students stay engaged in learning and more likely to be ready for college when they graduate.
2. All students deserve an equitable education and society. We design our curriculum and instruction in all subjects around equity. For example, students in World History connect historical colonialism with modern colonialism impacting their communities.

We provide several structures to implement rigorous academics and equity based education at ARISE, including: a daily intervention period, a daily advisory period, weekly professional development, departmental structures, case management, socio-emotional support, college advising, a mandatory ethnic studies class, and family engagement.

Rigorous Academics to be developed under the new pathway:

We intend to align our rigorous academics at ARISE to the pathway that we choose. This will include:

- Expanding class fieldwork so that students can spend more time on-site learning and interacting with the industry in the real world context
- Expanding YPAR projects so that students are engage in real-world research aligned with the pathway
- Our advisory class will include curriculum to provide structured reflection for students engaging in Work Based Learning and fieldwork
- Regular reflection by teachers and departments around a continual process of improvement of curriculum and instruction.

Budget	2015-16 Planned Activity	Anticipated Outcome
		•
		•

3. Program of Study

Current Programmatic Narrative Based on Rubric

Our current Program of Study:

Currently all our regular education students meet and exceed A-G requirements. In addition, they are required to complete 4 proficiency defenses. These defenses are of work in the four main content areas, English, History, Math, and Science. This work must meet certification criteria before students can present before a panel and defend their work. In addition, students in our Leadership and English 4 classes are part of a Step To College partnership program that allows them to earn college credit. Our Junior and Seniors develop Youth Participatory Action Research Projects (YPAR) are also part of our core humanities curriculum and we hope to expand it into our science classes as well. Our students are asked to regularly engage in collaborative, inquiry based assignments and reflection in each of their classes. Another important space at ARISE is advisory where students build with one another to discuss their academic progress, their personal & professional goals, and build community.

An important part of our current program of study is our college course requirement. All students are required to pass two college courses in order to graduate from ARISE. Students have the freedom to choose any class to meet this requirement, but in the future, these two classes will align with our pathway and provide an important part of the career readiness. All students will have post-secondary credit in the pathway prior to graduation. Our school schedule is designed to provide the time for students to attend these college courses at nearby community college like Laney and Merritt. We intend to continue this practice and also provide time for all students to complete WBL without missing any course offerings at ARISE. (Note: in 2014-15 ARISE has been deepening our partnership with Merritt college to host college courses on our campus. We have hosted one course in Spring 2015 and will host two in Summer 2015)

ARISE Program of Study invests heavily in support services for our students. We provide personalized support to each of our students through a daily advisory class taught by an advisor who remains with that cohort of students all four years of high school. We provide intensive college advising to all 11th and 12th graders. We also have daily enrichment and academic support classes. All of these supports will continue under the pathway.

As a small school, we are have a lot of flexibility with our scheduling and ensure students are able to move up as a cohort. We provide several intervention opportunities for students to attempt credit recovery, including a Morning Boost intervention period and summer credit recovery opportunities. In particular, we've targeted 9th grade math and English because we require 4 years of each in order to graduate. This ensures that cohorts are able to stay together and experience the full breadth of our course offerings as a school. Therefore all students participate as cohorts in our academic classes and advisories. Our advisory grouping loop for 4 years and that ensures that teachers become well acquainted with their advisees and support their academic progress.

This year our staff elected to not have a common prep period because they have multiple structures where we allow for collaboration outside of those times. Wednesday's during our early release days teachers collaborate with one another at the grade level to troubleshoot student needs, calibrate advisory curriculum, and plan interventions for students. For the 2015-16 school year we will also be using part of the time to work in Critical Inquiry Groups (CIG) to strengthen instructional practices. In addition, once a week teachers schedule department meetings to collaborate on content specific needs, share student work, and align the progression of rigor. This intentional work time ensures that teachers have multiple opportunities to collaborate and particularly during department time, begin to plan for how to integrate WBL and technical skills into curriculum for any particular content area. As a school, we believe that the best way to introduce

students to potential career paths is through academic classes and exploring the options available for majors under that content area.

Our Program of Study elements to be developed under the pathway:

Other Program of Study elements will include:

- Technical skill development throughout 4 year advisory curriculum
- Pathway aligned academic learning at all levels through embedded curriculum, fieldwork and YPAR
- Provide a WBL opportunity for 100% of students at ARISE
- Provide a sequence of WBL opportunities that allow students to continue gain experience and develop skills in the pathway beyond the mandatory amounts of WBL
- Provide 2 community college courses in the pathway to 100% of ARISE students – provided through partnerships with the Peralta Colleges
- Provide a sequence of community college courses that enable a student to advance toward an AA in the pathway – provided through partnerships with the Peralta College

In order to meet the increasing need of preparation, curriculum development, and supervision being asked of teachers we will offer stipended opportunities for teachers to work on following programmatic areas.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,500	Substitutes for Teacher Release Days Time. This collaboration time outside of the regular school day will ensure that long term planning can be done.	<ul style="list-style-type: none"> • Department planning around <ul style="list-style-type: none"> o career opportunities and fieldwork opportunities in those careers. • Developing partnerships with organizations that will help students connect content to real world. • Co-developing curriculum that results in a progression of skills over four years highlighting college and career readiness
\$10,000	Stipends for teachers who want to lead efforts in developing curriculum, YPAR projects, cross content performance assessments, and be part of the Measure N design team.	<ul style="list-style-type: none"> • Have more teachers involved in holding the different parts of Measure N planning that will strengthen our current academic programming.
\$1,000	Summer stipend for staff member to develop advisory curriculum focusing specifically on career readiness.	<ul style="list-style-type: none"> • Grade level curriculum that focuses on a progression of career/job readiness such as <ul style="list-style-type: none"> o job searching o resume writing o interview skills o professionalism

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Current Work-Based Learning at ARISE:

Work-Based Learning is not currently part of our programming. We do, however, include large amount of 'real world' learning in ARISE's program.

- We require students to take two community college courses so that they can become familiar with learning beyond high school.
- We require all students complete a 'cultural immersion' trip where they have to spend at least 5 days outside of Oakland.
- We have annual three-week 'PostSession' classes where students do all-day fieldwork and project based learning.
- We do offer limited internships and opportunities for Work-Based Learning through our partner organizations. However, those are currently limited.

Work-Based Learning under the pathway:

A major focus of our planning will be to conduct outreach to organizations where WBL experiences can take place, visiting programs that have this integrated into their school structure, developing relationships that can become long-time partners with ARISE. With the support of this funding we'll be able to dedicate time into developing WBL experiences across grade levels.

As we create a plan for our offerings of work-based learning, we want to ensure to include:

- Engaging and relevant opportunities for students to do meaningful work
- Diverse opportunities within our industry/theme to meet a diversity of student interests
- An sequence of WBL opportunities to allow students continue to gain experience in skills beyond the minimum necessary for all students if a student shows particular interest in the pathway

We recognize that WBL is an area that we know little about. We intend to spend much of our planning time this year researching WBL and learning from existing programs. We understand that in particular we need to begin working with industry and postsecondary partners to identify how to design our WBL experiences.

Budget	2015-16 Planned Activity	Anticipated Outcome
Site Visits, travel and conferences: \$3,000	Site visits of existing work based learning and career technical education partners.	<ul style="list-style-type: none"> • Potential pathway design elements and industries/themes are clarified • WBL goals are developed
Included above	Site visits of private, public and nonprofit organizations in the potential industries/themes we have identified through stakeholder engagement.	<ul style="list-style-type: none"> • Industry relationships develop. • WBL goals and key design elements are created
Included above	Design Team prepares first pathway theme/industry option for further exploration.	Design team presents first draft of theme industry and key elements to Leaders Circle for feedback
Included above	Research existing pathways in other high schools that are similar to our chosen industry/theme.	<ul style="list-style-type: none"> • Potential pathway design elements and industries/themes are revised and clarified

5. Personalized academic, social, and emotional support services

Current Programmatic Narrative Based on Rubric

Current personalized, social, and emotional support services:

ARISE Program of Study invests heavily in support services for our students. We provide personalized support to each of our students through a daily advisory class taught by an advisor who remains with that cohort of students all four years of high school. We provide intensive college advising to all 11th and 12th graders. We also have daily enrichment and academic support classes. All of these supports will continue under the pathway.

Personalization has been a major facet for ARISE from its inception. We have several structures that ensure that students have at least one adult who knows them well and can support them throughout their journey at ARISE. It is an expectation for all staff members at ARISE to support the structure we have in place that ensure student success. The primary mobilizer of this is Advisory.

As early as our application process we ask students to identify their areas of interest and needs. Students are placed into advisory groupings based on grade level and advisors loop with their advisees for 4 years. Advisors become the primary liaison between the school and the family. They facilitate student led conferences, follow up with families around their concerns, and track student graduation progress. In addition, they conduct family meetings and Student Success Team (SST) meetings to develop interventions for students who are struggling.

Every week advisors meet in Familia (grade level) meetings. Familia meetings give teachers the opportunity to discuss student successes and concerns and troubleshoot grade level trends. In addition, we hold a Palante (Coordination of Services) Circle we are able to keep a pulse on student achievement, needs, and provide the appropriate interventions.

Our environment as a whole is collaborative when it comes to student interventions and support. It is through these systems that we ensure we keep eyes on all students and are able to support their personal and academic growth.

Personalized, social, and emotional support services under the pathway:

We feel that personalized, social, and emotional support services are one of our program's strengths. Indeed, they are a core part of our school design. We are excited that Measure N prioritizes these services because it will allow us to expand our current work by employing a full time socio-emotional counselor, college access coordinator, and purchase additional resources to provide these services in an even more comprehensive way. It will also increase the resources we can invest in interventions like summer credit recovery.

These services will also need to be adapted to meet the needs of our students as they complete diverse WBL opportunities, additional college courses and the other demands of career readiness.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,500	Increase workload and time of College Access Coordinator	<ul style="list-style-type: none"> will be able to participate in Measure N design team increase availability to students develop tracking system for student participation in

		community college classes and success rates
\$6,000	Increase workload and time of on site social worker/case manager	<ul style="list-style-type: none"> • direct impact on matriculation rate - serve as socio-emotional intervention • increase offerings of 1-1 and group counseling
\$6,000	Summer Stipend for Summer School Credit Recovery for English and Math	<ul style="list-style-type: none"> • will increase cohort integrity • allows for interventions in earlier grades



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	Castlemont	Principal	William Chavarin
Pathway Industry Areas:	Sustainable Urban Design Public Health	Principal Phone:	510-866-3627
School Address	8601 MacArthur Blvd. Oakland, CA 94605	Principal Email:	william.chavarin@ousd.k 12.ca.us
School Phone	510-639-1466 x471	School Fax:	510-639-1405
2015-16 Enrollment (9-12)	531	Anticipated Grant* (\$200) x enrollment.	\$106,200

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
287	262	90	8	11	27	99

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
232	1	7	265	2	31	9	2

Planning Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
William Chavarin	Principal
Jorge Wahner	Assistant Principal
Timothy Bremner	Pathway Director
Cecilia Le	Pathway Consultant
Richard Bennett	Health Teacher
Mitch Singsheim	SUDA Teacher
Michelle Espino	Instructional Coach
O. Stevens	Teacher

School Vision:

Castlemont High School’s mission is to create a safe, healthy and engaging learning experience that prepares all of our students for college, career and community. Our Sustainable Urban Design and Public Health pathways make education relevant through authentic, community-centered action research, interdisciplinary projects and work-based learning. Partnering with the community provides our students with opportunities to positively transform their surroundings and increase their social awareness and responsibility as they develop into critical thinkers, problem solvers and community leaders.

All students will graduate from Castlemont High School:

- On the path to college and career
- Proficient in reading, writing, communication and math
- Able to use technology and other means to locate, evaluate, organize and apply new learning
- Engaged, active and self-directed learners
- Designers and leaders of solutions for community transformation

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Castlemont is developing the following core school practices, as detailed in our Intensive Support Schools (ISS) proposal:

- Student-centered, relevant and engaging curriculum based on mastery of skills
- Career pathways that support all Castlemont students to get on the road to college and career
- Ethnic Studies coursework and culturally sustaining pedagogy that empowers students to become agents of social change
- Interdisciplinary projects and youth action research focused on developing and presenting solutions to community problems

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<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>2</i>	<i>Collaborative Learning</i>	<i>1</i>
<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>
Equity		<i>Teacher Collaboration Time</i>	<i>1</i>
<i>Open Access & Equitable Opp.</i>	<i>2</i>	<i>Teacher Professional Learning</i>	<i>1</i>
<i>Diverse Student Representation</i>	<i>2</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>1</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>2</i>
<i>Pathway Theme</i>	<i>2</i>	Work Based Learning	
<i>Integrated Core</i>	<i>1</i>	<i>Types of Student Experiences</i>	<i>1</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

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1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

In order to meet the goals of Measure N, Castlemont High School plans to strengthen and further develop its Sustainable Urban Design Academy and establish a Public Health Academy. As described in Castlemont's recent Intensive Support Schools proposal, a major element of our vision is to develop wall-to-wall pathways that put all students on the road to college, career and life.

Castlemont has recently strengthened its school mission and vision as part of the ISS initiative. Based on our self-assessment, we see a need for the design team to revisit the SUDA pathway mission and vision to add measurable priorities for student achievement, and develop a clear and compelling mission and vision for a new Public Health pathway in partnership with community and industry.

Currently, pathway leadership rests with a few people and teachers identify primarily as content teachers rather than pathway teachers. As stated in our ISS proposal, we plan to establish a Professional Learning Community for each pathway that distributes leadership and accountability for pathway success across pathway staff, school and district leaders, and partners.

We scored ourselves strong on equitable access to a pathway, but weaker on student recruitment and choice. All 9th graders currently take a SUDA class, and have the option to continue involvement with SUDA courses and activities as they move up through the grades. As we develop a second pathway and move toward wall-to-wall pathways, one of our primary needs will be to develop a strong recruitment and enrollment plan that a) exposes students to Castlemont's pathway options in middle school b) honors student choice while ensuring that each pathway is demographically reflective of the school as a whole.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$44,000 for .5 FTE pathway coach funded by Measure N.</p> <p>\$600 for design team planning retreat</p>	<p>Establish design team responsible for all aspects of pathway development for SUDA and Public Health pathways. Within design team, establish professional learning community for each pathway. Refine mission and vision for both pathways and develop 3-year work plan with clearly defined timelines, goals and responsibilities.</p>	<p>Castlemont has a coherent work plan for pathway development geared toward meeting the Measure N goals. Each PLC develops strong sense of community, collaboration and purpose. Each pathway teacher takes on a defined role in developing the pathway.</p>
<p>\$1,000 for marketing and student recruitment activities</p>	<p>Convene advisory group of industry, postsecondary and community stakeholders to support pathway development. Identify partners and points of engagement for partners to be included in curricula, presentations, work-based learning, and portfolio exhibitions among others.</p>	<p>Both pathways are aligned to the needs identified by community, industry and postsecondary partners. partners are directly involved in the pathway work.</p>
	<p>Develop plan for recruiting, enrolling and supporting students to ensure equity for all students in both pathways.</p>	<p>Pathways appeal to a broad range of students and each enrolls a demographic group reflective of the school and of East Oakland. Students with special needs are fully integrated and receive strategic support to succeed in a pathway.</p>
	<p>Develop community of practice and mentoring relationships with other OUSD schools with health and engineering/design pathways (e.g. Life Academy, Oakland High, Oakland Tech).</p>	<p>Castlemont builds on the lessons learned, resources and best practices of other OUSD schools.</p>
	<p>Work with Castlemont Junior Academy and other feeder middle schools to ensure alignment between the middle school and high school programs of study.</p>	<p>Students are exposed to their pathway options beginning in middle school and make a successful transition to Castlemont High School.</p>

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Our self-assessment surfaced the need for intentional use of time for pathway teachers to collaborate and share best practice, and for professional development that is more aligned to pathway needs. Currently, teachers within the SUDA pathway collaborate intermittently, but the potential for interdisciplinary work is limited without formalized time and protocols for collaboration. As we begin to develop the Public Health pathway, we must create a schoolwide culture of collaboration and learning structured around each pathway's professional learning community.</p> <p>Likewise, some students are taking part in integrated, interdisciplinary projects and learning collaboratively in heterogeneous groups. We must build on the best of our practice to ensure that all teachers are giving students these opportunities in every classroom across every grade. Part of this work will be ensuring that all subgroups and students with special needs have full opportunity to participate in every aspect of their pathway. Furthermore, there are teachers and students that are implementing community-based projects that can be utilized as models and points for further development.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$8,000 for teacher planning time on extended contract \$2,000 for professional development	Develop schedule and protocols for teacher collaboration and peer observation.	Pathway teachers co-construct lessons and projects, share resources, and give and receive feedback on instructional practice.
	Create inventory of professional development needs and develop PD plan.	PD is tailored to the unique needs of pathway development.
\$10,000 for the completion of public health critical praxis pilot project. Funds will be used for the implementation of a school-wide collective plan of action to address healthy living at Castlemont, such as access to healthy foods.	Teachers and students in Public Health pathway will complete a cycle of action research using critical praxis. Critical praxis consists of five phases: (1) identify a public health problem, (2) research the problem, (3) develop a collective plan of action to address the problem, (4) implement the collective plan of action, and (5) evaluate the action, assess its efficacy and re-examine the state of the problem. During the 2014-2015 school year 11 th and 12 th grade students enrolled in Health and Safety completed the first two phases by identifying access to healthy food options at Castlemont as a major public health concern. Using "Social Determinants of Health" as their theoretical framework, they then researched the problem by collecting survey, observational and interview data. After analyzing the data, students developed a list of recommendations to be used for phase three of critical praxis. Phases three, four and five will be completed during the 2015-2016 school year.	The pilot project introduces teachers and students to critical pedagogy and action research as a teaching tool and a way to solve community problems. Students make connections across curriculum and apply their knowledge and skills to solving challenges in the community. Castlemont assesses the action research pilots and makes improvements necessary to scale up in 2016-17. The collective plan of action will create WBL opportunities for students during the school day as well as create the basis for WBL programs after school and in summer time.

3. Program of Study

Current Programmatic Narrative Based on Rubric

Castlemont selected both the SUDA and Public Health pathways based on a combination of student and teacher interest and community and workforce needs. Now, we must work closely with industry and postsecondary partners to ensure that the pathways continue to be aligned to industry standards and postsecondary entry requirements. For SUDA, we already have a number of postsecondary and industry partners and are working on further formalizing and sustaining these relationships. In Public Health, we are beginning to identify a network of potential partners that will guide the pathway's development so students gain the right skills and credentials to be competitive in the regional economy.

Because students are not currently scheduled by cohort, pathway content is too often limited to a pathway-specific course rather than woven across the curriculum. Creating a master schedule that organizes students by pathway cohort will enable further integration of academic and technical coursework. Knowing that many examples of contextualized curriculum and integrated units already exist, we intend to research these during the planning year, use a Castlemont-specific rubric to identify which to adopt, and assess further curriculum development needs.

A major priority for Castlemont is developing concurrent enrollment partnerships to ensure that pathways align with and lead into postsecondary programs of study and students are making a seamless transition from high school to college. Currently, only a few students are accessing college coursework and we intend to increase the number in 2016-17. Partnerships between Merritt and Laney community colleges are being developed, as well as courses to further develop these relationships through shared projects, place and people.

Budget	2015-16 Planned Activity	Anticipated Outcome
Pathway coach and teacher planning funds	Develop master schedule that keeps students in their pathway cohort to the fullest extent possible.	Students follow a coherent A-G program of study in pathway learning communities while gaining maximum access to Advanced Placement courses, electives, etc.
	Research existing Common Core-aligned curricula that integrates pathway content (e.g. ConnectEd integrated curriculum units, HASPI medical science curriculum). Assess curriculum development needs and create work plan. Work with district and postsecondary partners on current efforts in curriculum integration, such as UCCI to develop CTE/A-G courses.	Students learn about the pathway theme across all content areas, not just in a pathway-themed course. Students have consistent, aligned course options that combine high expectations and preparation for both college and career.
	Establish MOU with at least one postsecondary partner that allows students to take concurrent enrollment courses.	At least 15 students are enrolled in concurrent enrollment pilot in 2016-17.
	Research options for students to earn an industry-recognized credential while in high school (e.g. Medical Assisting). Explore partnerships that would enable successful pathway graduates to gain preferential admission to postsecondary program of study.	Students make seamless transition from high school to college and/or entry-level careers in high-wage, high-growth fields.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Castlemont provides some work-based learning experiences such as workplace visits and internships through a community partner, but these are available to only some students and are not part of a sequenced plan of WBL activities, and learning outcomes are not tracked. We will create a plan to provide every student with a 4-year sequence of experiences following the continuum: career awareness, career exploration, career preparation, career training. We intend to adopt the district's ECCO curriculum to support students in these activities, connect WBL to the classroom, and demonstrate student learning outcomes. Furthermore, as the WBL program develops and grows, a coordinator will be established to manage internship placements, site coordination for student internships and other work-based learning initiatives.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Pathway coach and teacher planning funds	Create plan and timetable to begin developing WBL experiences across each grade level (e.g. workplace tours, job shadowing, internships).	All students follow aligned, scaffolded sequence of WBL activities that connect to the classroom.
	Identify teachers and/or community partners to deliver high-quality facilitation of the OUSD Exploring College and Career Options (ECCO) curriculum.	Through ECCO, students demonstrate knowledge of college and career and readiness to succeed in internship/employment.
	Strengthen and/or establish agreements with at least 2 industry partners in each pathway to provide students WBL experiences.	In 2016-17, all 9th and 10th graders take part in at least one WBL experience. At least 15 students complete internship.
	Develop plan to evaluate students' WBL experiences in partnership with industry partners.	Castlemont knows the effectiveness of its WBL and makes ongoing improvements.
	Begin to define roles and responsibilities for a WBL coordinator what would manage all internship development, coordination and evaluation.	Specific role to manage job shadowing and mentoring experiences in 9th and 10th and internship program for all 11th and 12th.
	Develop partnerships and curriculum that supports local social enterprise that supports community health and economic development.	WBL projects are based in community wants and needs and build skills and experience in organizational development.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>Currently, academic, social and emotional support services occur primarily through the school's Response to Intervention System and Coordination of Services Team cycles. Students needing more intensive support gain access to increasingly individualized support options. Through COST, our community schools manager ensures that students gain access to the appropriate supportive services from community-based organizations. As each pathway's professional learning community begins to practice cycles of inquiry, we will align these to our existing practices around RTI and COST.</p> <p>College and career counseling occurs primarily through the counselor and the College and Career Information Center staffed by community partners. Our students have access to many college and career exploration opportunities, but they are not well aligned. We need to develop an aligned and intentional model that ensures all students get consistent, timely and equitable access to guidance so they can make informed</p>

postsecondary plans based on their personal goals and labor market trends. We will establish protocols for all students to develop long-range plans that they revisit, reflect and revise on a regular basis.

Budget	2015-16 Planned Activity	Anticipated Outcome
Falls under pathway coach and teacher planning funds	Each professional learning community begins practicing cycles of inquiry and aligning with RTI and COST cycle already in place.	All adults in pathway know all students well and provide timely intervention and acceleration to support each students' needs.
	With counselor, develop process for all students to create 6-year college and career plan. Identify how plans will be developed, documented (e.g. ConnectEd Studios) and reviewed. This will be demonstrated through the Individualized Learning Profile, Learning Plan and Portfolio as outlined in the ISS Design Proposal.	All 9th and 10th graders create a plan in 2016-17. Students are active in developing informed college and career goals based on labor market trends and successfully navigate transition to postsecondary.

Pathway: Sustainable Urban Design Academy (SUDA)

Pathway Title:	Sustainable Urban Design Academy (SUDA)	Pathway Teacher Leads:	Mitch Singsheim 9th Alyssa Pandolfi 10th Tim Bremner 11th Richie Bennett 12th
Industry Areas:	Advanced Manufacturing and Engineering	Pathway Coach:	None
Pathway Lead Email:	timothy.bremner@ousd.k12.ca.us	Pathway Lead Phone:	510-501-0983
Pathway 2015-16 Enrollment (9-12)	203	Anticipated Grant* (\$200) x enrollment.	40,600

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
106	97	190	20	18	48	100

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
67	0	2	119	2	11	1	1

Pathway Vision:

VISION: It is a fundamental belief that the planet is in dire need of sustainable environmental action and that justice is equity for all communities. The “Green Economy” is one that works towards both of these goals where students build skills as leaders in and for their own communities for a just and sustainable future.

MISSION: Empower students through a highly rigorous, engaging and supportive learning environment to graduate prepared for college, career and life as designers and leaders of movements towards a sustainable and just world.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- Focus on design thinking
- Place-based action research projects that develop healthy communities through equity, economy and environment
- Work-based learning on Castlemont farm, garden and with industry partners
- Field trips and retreats/camping trips
- Social enterprise (in development)

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Jorge Wahner	Assistant Principal
Tim Bremner	Pathway Director
Mitch Singsheim	SUDA Teacher
Michelle Espino	Instructional Coach

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	3	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	2	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	1.5	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	1
<i>Divers Student Representation</i>	2	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	2	<i>Support of Student Needs</i>	1
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	3	Work Based Learning	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Mission and Vision (3): SUDA has a clear vision and mission and curricula and projects are aligned with the vision and mission. However, full alignment and comprehensive strategies to work towards the mission and vision are still in development. Furthermore, the school has just completed an intensive redesign process and proposal in which the SUDA vision played an influential role, yet the distribution of leadership, teacher and student ownership of the pathway is underdeveloped

Leadership configuration (2): Currently, pathway leadership is the director with input from a few core teachers. With a commitment to wall-wall pathways, as stated in our ISS proposal a pathway PLC will be developed to develop and maintain teacher leadership of the pathway.

Distributive leadership (1.5): As stated in our ISS proposal, we plan to establish a Professional Learning Community for each pathway where teachers have identified roles to develop and lead the pathway in collaboration with community, school and district stakeholders.

Open access and equitable opportunity (2):. All 9th graders currently take a SUDA class, and have the option to continue involvement with SUDA courses and activities as they move up through the grades. As we move toward wall-to-wall pathways, one of our primary needs will be to develop a strong recruitment and enrollment plan that a) exposes students to Castlemont's pathway options in middle school b) honors student choice while ensuring that each pathway is demographically reflective of the school as a whole. Furthermore, using projects, people and place, relationships will be developed with feeder middle schools to improve access to all students.

Diverse student representation (2): Because all 9th graders are automatically enrolled in SUDA, the pathway represents the demographics and achievement distribution of Castlemont and East Oakland. However, we need to ensure this diversity is maintained among students in the upper grades. Part of this work will be developing the SUDA into a comprehensive program of study across the four grades, rather than just a

sequence of electives. This will be accomplished through a commitment to grade level collaboration and interdisciplinary projects.

Closing the opportunity gap (2): Currently, students in the identified subgroups are integrated into some but not all pathway elements. Students in these subgroups take pathway classes and take part in WBL, but need to be more strategically supported.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$22,000 for .25 FTE pathway coach \$4,000 for teacher planning time on extended contract	<ul style="list-style-type: none"> Convene community, industry and postsecondary stakeholders to assess and evaluate SUDA based on Measure N and Career Pathway rubrics. 	<ul style="list-style-type: none"> Clear understanding of strengths, challenges and opportunities. Community and stakeholder buy-in and community building.
\$600 for materials and supplies for evaluation and design meetings	<ul style="list-style-type: none"> Establish SUDA professional learning community and create 3-year plan for continued pathway development that aligns with school-wide and district outcomes. Align pathway plans to school vision and mission. Develop Critical Friends and inquire cycles to challenge and continually develop practice. 	<ul style="list-style-type: none"> Clear map of program development, roles and responsibilities of stakeholders and plan to move forward based on identified benchmarks and strategies. Community and stakeholder buy-in and community building. Equitable and self-reflective practice.
\$1,000 for marketing and student recruitment activities	<ul style="list-style-type: none"> Develop specific initiatives to recruit and retain students of varying racial, cultural and experiential backgrounds. Recruit teachers with skills and experience that align with school and pathway vision and mission. 	<ul style="list-style-type: none"> Students and staff know SUDA's mission and understand how and why they are involved. All staff in the pathway are qualified, dedicated adults that make the student experience relevant.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

. Due to constant transition at Castlemont High School which includes new leadership for the past 5 years, school transformation plans each year and teacher turnover, collaboration, shared practice and rigorous academics in the pathway have not been supported. Competing initiatives and developing a small learning community within an already relatively small school is an additional challenge to building pathway specific programs, curriculum and teacher collaboration. Working with teachers through Professional Development to work collaboratively and align curriculum with each other and with the school vision/mission will be fundamental.

Rigorous, relevant and integrated (2): Some but not all pathway teachers and students are implementing community-based action research projects that can be utilized as models and points for further development. We have begun to implement these in SUDA in conjunction with place-based action projects for example an air quality action project that planted native plants on campus or a community health survey that was

connected to the development of the Castlemont Farm project. However, core classes need to be supported to build curriculum to connect to these action projects.

Collaborative learning (2): SUDA has been challenged to create a solid, collaborative and consistent pathway teaching team. This year there have been committed teachers at every grade level that have met, planned and contributed to curriculum, projects, partnership development and experiential learning such as field trips and retreats, but much development is needed in building trust, true collaboration and the rigorous and aligned pathway that comes with it. Some students are taking part in integrated, interdisciplinary projects and learning collaboratively in heterogeneous groups. We must build on the best of our practice to ensure that all teachers are giving students these opportunities in every classroom across every grade. Part of this work will be ensuring that all subgroups and students with special needs have full opportunity to participate in every aspect of their pathway.

Teacher shared best practice (2): Teachers currently share lessons, strategies and best practices on an informal basis but our self-assessment surfaced the need for intentional use of time for pathway teachers to collaborate. SUDA teachers met occasionally, however, with other PD demands there was limited capacity to do additional pathway based practice sharing.

Teacher collaboration time (1): Currently, pathway teachers collaborate intermittently, but the potential for interdisciplinary work is limited without formalized time and protocols for collaboration. As we begin to develop the Public Health pathway, we must create a schoolwide culture of collaboration and learning structured around each pathway's professional learning community.

Teacher professional learning (1): Weekly PD takes place as a whole school and PD opportunities that are specific to pathway development are limited.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,000 for professional development	<ul style="list-style-type: none"> ● Create a school-wide professional development plan with leadership team based in school and pathway vision/mission and 7 Essential Elements of Linked Learning ● Implement PD based on assessment, pathway plan and school vision. 	<ul style="list-style-type: none"> ● PD plan that builds trust, community and school-wide curricula aligned to vision and mission.
\$3,000 for teacher, student and community member stipends to work on pathway program and curriculum development	<ul style="list-style-type: none"> ● Identify teacher, student and community leaders to support design and plan for implementation. ● Presentation and modeling of piloted projects and curriculum to other staff and faculty. ● Curricular & unit planning: design and implement two action research projects with at least 2 teachers and CTE participating. 	<ul style="list-style-type: none"> ● Design and implementation plan for integrated curriculum rollout for pathway. ● Data collection through piloted projects at grade level to inform year 1 roll-out and implementation. ● Community built within SUDA pathway.

3. Program of Study

Current Programmatic Narrative Based on Rubric

Currently, SUDA has a teaching team, but constant transition and lack of collaboration time has impeded the development of a cogent pathway team. With pathway development now a major school priority, we plan to focus on the development of a dedicated group of teachers and students who collaborate and plan. Through more intense collaboration and coaching support, CTE courses will be more aligned with core classes, industry partnerships will be further developed and utilized and work-based learning opportunities will be expanded. A major priority for Castlemont is developing concurrent enrollment partnerships to ensure that pathways align with and lead into postsecondary programs of study and students are making a seamless transition from high school to college. Currently, only a few students are accessing college coursework and we intend to increase the number in 2016-17. Partnerships between Merritt and Laney community colleges are being developed., as well as courses to further develop these relationships through shared projects, place and people.

Pathway theme (3): SUDA has a sequence of A-G approved academy classes that embed rigorous projects, industry partnership and hands-on technical education. However, similar to the vision/mission alignment this is not happening consistently with vertical and horizontal skill development alignment throughout the pathway. Further aligning courses to industry practice and standards, developing WBL opportunities and developing pathway programming at grade level connected to a vertical map and rubric will solidify the pathway sequence.

Integrated core (2): Knowing that many examples of research-based, contextualized curriculum and integrated units already exist, we intend to research these during the planning year, use a Castlemont-specific rubric to identify which to adopt, and assess further curriculum development needs.

Cohort scheduling (2): Students are cohorted within the CTE course and one core class at each grade level. Due to a limited master schedule students' schedules don't allow for further cohorting. As described in the ISS proposal we will be moving to an 8 block schedule to offer more opportunities for classes and begin to work towards more integrated cohorting.

Budget	2015-16 Planned Activity	Anticipated Outcome
	<ul style="list-style-type: none"> ● Identify and engage community and district supports such as tools, people and plans that support the development of rigorous and engaging college and career pathways. 	<ul style="list-style-type: none"> ● Clear supports to further develop college and career programs within already established sequence of classes.
	<ul style="list-style-type: none"> ● Further develop industry and postsecondary partnerships. ● Develop dual enrollment offerings on campus. ● Implement "hybrid" dual enrollment class that embeds college course into CTE class offerings. 	<ul style="list-style-type: none"> ● 1-2 community college classes offered on campus. ● Build relationships through projects, place and people with community colleges.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

SUDA offers work-based learning opportunities through projects, classroom presentations and field trips, however, there is not currently a systematized WBL process and experience including job shadowing, mentoring and internships. Teachers need support integrating experiences into classes and overall coordination of internships needs to be a specific job and/or position. Further development of industry partnerships and the creation of a work-based learning program that includes job shadowing and mentoring at the lower grades and internships in the upper grades.

Types of student experiences (2): Castlemont provides some work-based learning experiences such as workplace visits and internships through a community partner, but these are available to only some students and are not part of a sequenced plan of WBL activities. We will create a plan to provide every student with a 4-year sequence of experiences following the continuum: career awareness, career exploration, career preparation, career training

Pathway outcomes (1): WBL experiences are limited to in-class experiences with industry professionals. We intend to adopt the district's ECCO curriculum to support students in these activities, connect WBL to the classroom, and demonstrate student learning outcomes.

Pathway evaluation (1): We don't yet have an intentional process to measure the effectiveness of our WBL and engage industry partners in evaluating students' WBL experiences. We will integrate the WBL continuum in conjunction with district efforts as well as other WBL evaluation strategies. Furthermore, as the WBL program develops and grows, a coordinator will be established to manage internship placements, site coordination for student internships and other work-based learning initiatives.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$6,000 for stipends for teachers and community and industry partners to co-facilitate	<ul style="list-style-type: none"> Working with industry and community partners, students conduct an action research project based in a facilities assessment of Castlemont High School and develop plans for a redesigned site that is student-centered, sustainable and supports high student performance. 	<ul style="list-style-type: none"> Community-centered design process that creates a design for a 21st century school site as action research project.
	<ul style="list-style-type: none"> Identify and develop needs and systems for WBL at each grade level (e.g. presentations and mentoring at 9/10 and shadowing/internships at 11/12) 	<ul style="list-style-type: none"> Clear expectations and systems for WBL at each grade level.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Support of student needs (1): Currently, academic, social and emotional support services occur primarily through the school’s Response to Intervention System and Coordination of Services Team cycles. Students needing more intensive support gain access to increasingly individualized support options. Through COST, our community schools manager ensures that students gain access to the appropriate supportive services from community-based organizations. As each pathway’s professional learning community begins to practice cycles of inquiry, we will align these to our existing practices around RTI and COST. In SUDA students have the opportunity to go on three different community building retreats, and SUDAFam events to launch and close the year. There is need to develop and embed values in every class every day that embraces students identities, strengths and challenges. This is done in part through authentic classroom curriculum/projects and action research, but there is a need to more holistically include and build student identity and ownership of the pathway.

College and career plan (2): SUDA worked with post-secondary academic and our CTE specialist to develop a College and Career Plan to be offered every other Friday in class. As part of this, students began to create online portfolios on ConnectEd Studios. College and career counseling occurs primarily through the counselor and the College and Career Information Center staffed by community partners. Our students have access to many college and career exploration opportunities, but they are not well aligned. We need to develop an aligned and intentional model that ensures all students get consistent, timely and equitable access to guidance so they can make informed postsecondary plans based on their personal goals and labor market trends. We will establish protocols for all students to develop long-range plans that they revisit, reflect and revise on a regular basis. This will be in conjunction with their personal learning plans and portfolios as outlined in the ISS Proposal.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,000 to support partnerships with community organizations to develop enrichment work	<ul style="list-style-type: none"> ● Identify and plan for SEL implementation based on new school design utilizing district and community supports. ● Connect with community school partners to align services and supports and identify gaps and needs. ● Partner with community organizations that specialize in youth development, enrichment and support to train teachers and co-facilitate experiential learning opportunities. 	<ul style="list-style-type: none"> ● Plan for SEL implementation and incubation of initial strategies through advisory and class curriculum.
	<ul style="list-style-type: none"> ● Plan and implement SEL field trips and experiences outside of class such as retreats and opportunities to connect with students, include their lives and build from their experiences. 	<ul style="list-style-type: none"> ● Teachers embed SEL strategies so that all students are known and their individual needs are met.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

To navigate the below document please click on any of the below section titles to go to the specific sections.

[Business Entrepreneurial Strand](#)

[Social Justice Strand](#)

[Computer Science Strand](#)

School:	Coliseum College Prep Academy	Principal	Amy Carozza
Pathway Industry Areas:	Community Leadership: Comprised of 3 strands: Entrepreneurial Business / Social Justice / Computer Science (pilot year)	Principal Phone:	510-409-1241
School Address	1390 66th Ave Oakland, CA 94621	Principal Email:	amy.carozza@ousd.k12.ca.us
School Phone	510-639-3201	School Fax:	510-639-3215
2015-16 Enrollment (9-12)	282	Anticipated Grant* (\$200) x enrollment.	\$56,400

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
136	146	97	8.2%	6.3%	25.2%	98.2%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
32	0	2	243	0	3	0	2

Planning Team Members and Role (*Who is completing the Planning Grant Application?*)

Name	Role
Amy Carozza	Principal
Claudia Walker	Make the Road Program Director and Entrepreneurial Business Pathway Lead
Sarah Moore Goepfert	Entrepreneurial Business Pathway Lead
Perry Bellow Handelman	Social Justice Pathway Lead
Rachel Korschun	Resource Specialist
Abby Friedman	Director of the Family and College Resource Center
Mariko White	Site Based Literacy Specialist
Amy Boyle	Assistant Principal
Diana Kampa	OUSD College Readiness Specialist

School Vision:

Coliseum College Prep Academy is dedicated to providing all of our students with a challenging and relevant education that prepares them for entry to UC and CSU schools. Students will leave Coliseum College Prep with the skills and knowledge necessary to pursue their vision for the future and confident in their ability to do so. We are committed to delivering a program that meets each learner's unique needs, capitalizes on their passions, connects their learning to the real world, and requires students to demonstrate what they know and are able to do. The individualized plans inherent in Make the Road are the cornerstone of this vision. Coliseum College Prep Academy is dedicated to building students as Learners, Thinkers, Communicators and Citizens and as the future leaders in our community.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- 1) **Family and parents are essential partners** and important drivers in students' engagement and performance in school, and postsecondary aspirations. Parent engagement and genuine partnership will bring out the best in our students and school.
 - a. Conduct home visits for all advisees once a year to review report cards and transcripts, set goals, and discuss college options
 - b. Create multiple points of entry for parent engagement, including coffee with the principal, leadership and volunteer opportunities, Family Literacy ESL class for parents, and family workshops on academic and college-going themes
 - c. facilitate parent participation in end-of year capstone presentations and student-led conferences
 - c. Value the partnership of families and all stakeholders in the work of the school
 - d. Collaborate with parent leaders in reaching out to parents to participate in school activities and support their students' participation in out-of-school summer and college prep programs
 - e.

- f. Educate parents on curriculum and assessment processes, college-entrance requirements, college options, financial aid, and summer and college-access program opportunities
 - g. Maximize family communication through in-person, telephone, and electronic outreach
 - h. Maintain up to date online gradebook (Jupiter Grades) so that parents have ongoing access to students academic progress
 - i. Participate in community/family involvement activities
 - j. Keep logs and records of calls and other family contact
 - k. Contact families regularly for positive and negative reasons
 - l. Refer parents to the Family & College Resource Center
- Provide college-going information and support to parents beginning in 6th grade, and transition workshops and support for 12th grade families

2) All students, families and people **require multiple opportunities for success** and **varying levels of support** to maximize these opportunities and be successful in a way that is meaningful to them. It is our work to cultivate opportunities and resources to build our students, families and school to success.

- a. Give people a fresh start daily
- b. Treat people with dignity
- c. Praise in public, criticize in private
- d. Take “personal” moments with students and families – ask how they’re doing
- e. Meet and talk with others after conflicts or behavior issues
- f. Maintain consistent expectations for all students and treat students “fairly” – using classroom consequences consistently.
- g. Praise and celebrate student success regularly
- h. Model positivity and resilience
- i. Utilize resources of the community and partner agency to support students

3) **Academic improvement must be the explicit mission** of the school. To this end, **our teachers are the experts**. To build this, we

- a. Participate in regular teacher PLCs - analyze a variety of assessment data and student work to develop effective lessons and units, differentiate instruction, intervene academically, evaluate professional practice, and ensure students are mastering priority objectives
- b. Use the instructional strategies outlined in the Continuum of Instruction and commit to mastering those strategies through a personal professional development plan
- c. Work collaboratively to develop and teach standards based units and utilize rubrics to assess student products
- d. Develop curriculum maps, units, and lessons that are grounded in a backwards planning model (i.e., Understanding by Design) and use powerful essential questions to drive student engagement
- e. Use equity as a lens through which we analyze our practice
- f. Practice depth over breadth
- g. Implement school wide benchmarks and use this data to shape your instructional program
- h. Develop and display rubrics and student work relevant to current learning
- i. Participate in grade level and department team collaboration times
- j. Be prepared daily with effective lessons and assessments

4) Students need to be taught **21st century skills and soft skills** to truly teach them to be successful learners.

- a. The Make the Road program necessitates a developed level of 21st century skills to be successful. Successful completion of this program will mean mastery of these skills.
- b. Scaffolding to this experience, pathways are building these skills through these experiences
- c. Heightened opportunity for reflection with the development of the mindset development rubric
- d. Focus on problem solving and critical thinking across the curriculum

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>2</i>	<i>Collaborative Learning</i>	<i>2</i>
<i>Distributed Leadership</i>	<i>3</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>
Equity		<i>Teacher Collaboration Time</i>	<i>1</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Diverse Student Representation</i>	<i>2</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>3</i>	<i>Support of Student Needs</i>	<i>2</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>3</i>
<i>Pathway Theme</i>	<i>2</i>	Work Based Learning	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>3</i>	<i>WBL Pathway Outcomes</i>	<i>2</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

In terms of vision, the school is clearly aligned to a rigorous vision of all students being prepared for UC and CSU eligibility and competitiveness. The further vision of building Community Leadership as the united pathway holding our strands of Entrepreneurial Business, Social Justice and Computer Science is a newer frame for our work and will require processing to establish. This shift in frame aligns with our school vision of creating students who are strong Learners, Thinkers, Communicators and Citizens, but the connection of the strands of our pathway to the specific goal of community leadership requires further development, processing and realignment. This is our major planning work over the next year. Ultimately, we seek to develop a sequence of content and experiences that build students experience in the strand, allows them to participate as an expert in an interdisciplinary project across the strands and culminates in a clear plan for how to maximize each student's impact as the community leaders they are into and through college and back to our community.

To do all of the work we need to accomplish over the next year to effectively maximize potential measure N funds in 2016-17, we need to establish a culture of retreating in various team formations with very clear outcomes for each planning period and norms around seeking feedback and revising.

Using the bulk of our planning funds, CCPA will fund a series of retreats- whole school, strand specific, division specific and leadership team to flush out our implementation proposal and realign our school to meld the vision initially set out in design with out lessons learned from implementation over the past 9 years with

our vision for the complex college and career development program we have all geared to build the community leaders Oakland needs.

We scored ourselves down (at the level of a 2) in student demographic that reflects Oakland. Though we do have one of the lowest achievement gaps in Oakland, we are aware that we do not have a representative number of African American students. To improve this lower enrollment of African American students, CCPA has done deliberate work to target African American students for recruitment initiatives holding an African American Open House each fall and building a strong Black Student Union (BSU) and associated parent group. We will continue these efforts to ensure we are serving the full community and not exclusively a subset.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$22,400	<p>Various planning retreats and work groups over the year.</p> <p>We will: Build and broaden our design team.</p> <p>Solidify our mission of building community leaders by flushing out our ESLRS though each of our strands (Social Justice, Entrepreneurial Business and Computer Science).</p> <p>Define our ESLRS at each division creating capstone outcomes that vertically align ESLRS across the school-6th to 12th grade.</p> <p>Align our capstone outcomes across strands at 10th, 11th and 12th grades and design projects that will require students to demonstrate outcomes across the various stands.</p> <p>Put a special emphasis on improving our Senior Project to meet the vision of transition to college and career. Vet the idea of the junior project vision as a potential interdisciplinary, group project. Begin building this project.</p> <p>Define and align our stand vision/mission outcomes that are additional to ESLRS.</p> <p>Develop projects within our strand to build to division level ESLRS and stand vision/ mission outcomes.</p> <p>Inter-strand, mixed group projects designed to span content classes. Action plan a timeline to meet</p> <p>Look at research to inform our planning process and the areas we are developing.</p>	<ul style="list-style-type: none"> ● Division Teams that are aligned around central outcomes with aligned capstone project or experience. ● Restructuring of division team structure aligned with the outcome of facilitating interdisciplinary capstones (in the future). ● Clarity of outcomes and the vertical alignment of proficiencies that lead to them. Creation of the associated tools to gauge progress towards outcomes across the school. ● Deepening of strand specific vision, mission, outcomes and associated inputs. ● Have action plans and timeline for the implementation of interdisciplinary projects, cross strand group interdisciplinary projects and student strand choice.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>To build to truly rigorous programming, CCPA needs to identify the strongest practices inside and beyond our school and align to build those practices across the school. We need to solidify strong tools to document student growth towards outcomes. Additionally, we need to build stronger common structures to use across classrooms. To do this, we will work across strands to identify and general best practices. Additionally, we will convene groups across schools and make opportunities to gain alternative perspectives on how other school communities are aligning their practices and building cohesion. Creating the artifacts described above will be the work of the teams described above. Additionally, we look forward to spending specific time with colleagues across schools to build our knowledge of other schools practices and what is possible.</p> <p>As clearly stated above, to move our practice forward we need to build alignment in common practice and planning in addition to common vision, experience, skills and tools.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000	Convene a cross school professional learning community to analyze pathway development, outcomes, project design and tools to benchmark progress to these	Improved tools in all of our strands reflecting broader thinking.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>The strands of community leadership- Entrepreneurial Business, Social Justice and Computer Science, were developed from a generalization of the most commonly chosen senior project topics by students over the past 4 years. The addition of the Computer Science Strand during this application is to directly meet our students' desire to be competitive to college majors such a engineering and computer science. In building this strand, our first step is building our awareness of the college prep computer science bar by piloting an AP Computer Science course. Through this, we will increase student competitiveness and preparation for math and science majors in college. Additionally, we will build community awareness about how to use computer science skills in class and eventually build computer science components into our interdisciplinary projects. Over this next year, we plan to clarify the bar and some core experiences for the pathway through a pilot of an AP Computer Science Class.</p> <p>For our other stands, we will continue to build out rigorous opportunities to push students academically while engaging them and making them more competitive for college. To this end, we have AP classes for all as well as AP classes for subgroups based on skill. Further, we have build partnerships with community colleges to offer on campus concurrent enrollment courses to build the study skills and readiness for off campus concurrent enrollment. These moves will all support academically reading students for college in areas that are increasingly personalized.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$14,000	.2 FTE for an AP Computer Science pilot during the 15-16 school year.	Begin to identify the skill and knowledge needed to

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

We have many community partners that support us with internship, mentorship, program development support and other work based experiences. That said, the various strands of focus in our pathway have different experiences that are not aligned to each other at this point. This is an area that we hope to refine, align and further push over this next year of reflecting on our practices across our strands and building a more unified and powerful structure. The work of planning will include teasing out the continuum of work based learning and deliberating scaffolding these experiences for maximum impact. Similarly, we will work to build partnerships for an implementation year of our computer science pathway.

Budget	2015-16 Planned Activity	Anticipated Outcome
	Continue to build partnerships across our community to build a rich continuum of work based learning across all strands of our pathway with a special emphasis on computer science.	Benchmarking particular work based learning experience across the strands of the pathway. Building multiple potential partners for computer science.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

CCPA is working on building a more responsive language and literacy intervention plan in the 6-8th grades to build towards clear acceleration for students prior to High School. Additionally, we are building a High School specific intervention around writing (a college style writing clinic) and a study space (academic support) that is a structure that we use with our 8-10th graders to successfully support work completion based on student performance. Students qualify for academic intervention if they have below a 2.0 GPA or an F in any class. CCPA is relatively strong at communicating with parents, but our intervention structures are particularly complex and difficult to communicate.

An area of growth is building a sense of collective responsibility for students. Currently, all students have some adults who look after them closely, but there is a definite need to unite around each student to ensure that our students requiring the most support are not primarily held by non-teaching staff.

The whole school PD work will build to these broader understanding of roles and responsibilities with each child in every program.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$15,000	Whole school retreat time to build a consistent and coherent vision of CCPA from structure to community leaders through the various pathway stands to outcomes across the school (6-12).	A refined school vision that integrates our founding vision with our vision for our community leadership pathway and builds out our structures and strands to meet this vision (6th-12th grade).

Business Entrepreneurial Strand

Pathway Title:	Business Entrepreneurial Pathway	Pathway Teacher Leads:	Claudia Walker
Industry Areas:	Business	Pathway Coach:	
Pathway Lead Email:	claudiawalker@ccpaedu.com	Pathway Lead Phone:	(510)703-1417
Pathway 2015-16 Enrollment (9-12)	133	Anticipated Grant* (\$200) x enrollment.	

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
59	73	97%	6%	9%	26%	98%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
14%			86%				

Strand Vision:

The Business and Entrepreneurial Strand (BES) provides high school students the chance to create their own businesses, work with professionals from companies and receive additional support to ensure they are accepted to and succeed in college. BES uses entrepreneurship to motivate students to excel academically, graduate from high school, and attend college. This real-world business experience makes school relevant and motivates them to succeed. As part of this pathway, students take a variety of courses, including entrepreneurial, business social justice, business application, and concurrent enrollment courses; they also complete internships within their professional interests. These courses support students attainment of skills and knowledge within business, 21st century skills development, and community and business leadership with the lens of social justice. In addition to career internships, students also create and operate their own businesses. The running of their businesses takes place over all four years of the pathway and is a highly relevant, authentic, real, and rigorous experience. During these four years students are mentored by industry partners within the business field to support the students in the development and maintenance of their enterprises. BES has developed and continues to maintain an industry partnership with BUILD to further supports the work of all BES students being college-eligible through students receiving tutoring, college entrance exam (SAT/ACT) test prep, industry partner mentoring, and advising for their schoolwork and college planning. Students are also placed into weekly strategic intervention provided through after school programming.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practices constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- 9th Grade
 - Venture Capitalist/Investor Pitch and Oakland Selling Event
 - Students will create and present a business overview of their businesses that have been up and running for the past three months. The judges (venture capitalists) for this competition are high power industry partners, such as the CEO of Clorox and LinkedIn
 - Students complete both
 - 20-page written plan
 - 10 minute business presentation
 - Student sell their product in a Selling Bazaar open to the public and present both message mapping and an elevator pitch to additional judges who are also industry partners
 - Students are expected to further develop systems analysis, emotional acuity, and community leadership through the completion of forty hours of community development and service hours.
 - Students participate in a three day leadership and community building retreat where they camp at the Presidio in San Francisco.
 - Students participate in one local college tour to begin to discuss and develop post- secondary academic goals.
 - Students participate in one career exploration visit through visiting their business mentors place of work and interview professionals within their business mentors field.
- 10th Grade
 - Capstone/Individual portfolio review
 - This project is similar to a thesis defense. In this project students present to a panel of various community members proposing and defending their work in Division 2 (8th-10th grade), determine if they are ready to move up to Division 3, and construct a course of study for their last two years in high school that aligns to their future goals.
 - This is a 15-20 minute presentation, includes several research components, and students conducting data analysis of their own data (academic, leadership skills development, emotional acuity, 21st century skills, attendance, etc.)
 - Students also continue to run and manage their businesses and meet with their business mentors weekly. This is a continuation of their 9th grade internship. Students further grow their businesses.
 - Student complete a research project of business(s) within in the community determining whether or not the business is socially just, propose how it could further serve and empower the community, and conduct a business case study.
 - Students are expected to further develop systems analysis, emotional acuity, and community leadership through the completion of forty hours of community development and service hours.
 - Students participate in two career visits that our created and planned by the students.
 - Students also further develop their community leadership skills, leadership skills, and community building through participating in a four day retreat where students go backpacking (this has yet to be a consistent component of the pathway due to lack of resources).
- 11th Grade
 - Portfolio Review
 - Student continue to maintain their Capstone project portfolio's from their sophomore year. The additional component of the Portfolio review is that students research and propose their course of study for their senior year that is in direct alignment to their Senior Project. For this component of the portfolio presentation, 11th graders propose

the critical question they will be investigating and identify what concurrent enrollment classes and internships they will need to participate in to support their knowledge development and understanding of their critical question.

- Financial Literacy: Students build on their knowledge of business by participating in a stock market game where they work in groups to create diversified portfolios and analyze economic trends and its impact on the capital markets.
- Concurrent Enrollment Classes: all students are expected and held accountable in completing a minimum of one semester of concurrent enrollment classes.
- AP classes: all students are enrolled in AP Biology
- Professional Internships/Field Experience: all students are expected and held accountable in completing a minimum a one semester internship in addition to their business internship.
- 12th Grade
 - Senior Project: English Project/Make the Road Portfolio/ Presentation/ Transition Panel
 - Research paper on a controversial issue (7 - 10 pages): Focus on a minimum of 2 perspectives that exist on a controversial issue. Your topic and social change - Historical Research Paper- Who, how, power dynamics, solve or resist (MTR 3-5 pages); Project Creation, Internship and reflection - MTR (3-5 pages) Requirements- Complete internship, write reflection (goals, project implementation summary, reflection); A comprehensive list of 15 items that must be compiled, organized, bound and submitted as a physical artifact of your senior project; A 20 minute presentation where students present their research, chosen topic of social change, internship project and other senior project work to a panel of community members and experts. Students will both present and respond to rigorous questions, demonstrating their learning, perspective and preparation for life beyond CCPA.
 - Concurrent Enrollment Classes: all students are expected and held accountable in completing a minimum of one semester of concurrently enrollment classes.
 - AP classes: all students are enrolled in AP Environmental Science
 - Professional Internships/Field Experience: all students are expected and held accountable in completing a minimum a one semester internship that's connected to their senior project critical question

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	3
<i>Leadership Configuration</i>	2	<i>Collaborative Learning</i>	3
<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	2	<i>Teacher Professional Learning</i>	1
<i>Divers Student Representation</i>	3	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	3
Program of Study/Master Schedule		<i>College and Career Plan</i>	3
<i>Pathway Theme</i>	2	Work Based Learning	
<i>Integrated Core</i>	4	<i>Types of Student Experiences</i>	3

Cohort Scheduling	2.5	WBL Pathway Outcomes	3
		WBL Pathway Evaluation	3

Social Justice Strand

Pathway Title:	Social Justice Strand	Pathway Teacher Leads:	Perry Bellow-Handelman
Industry Areas:	Public Service	Pathway Coach:	Young Whan Choi
Pathway Lead Email:	bellow@ccpaedu.com	Pathway Lead Phone:	917-881-5994
Pathway 2015-16 Enrollment (9-12)	144	Anticipated Grant* (\$200) x enrollment.	

Strand Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Perry Bellow-Handelman	Social Justice Pathway Lead 9th & 10th grade teacher
Chela Delgado	12th Grade Pathway Teacher
Becca Rozo-Marsh	11th Grade Pathway Teacher

Strand Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
76	68	97%	5%	11%	26%	98%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
8%		2%	89%		1%		

Strand Vision:
The Social Justice Strand (SJS) provides high school students the chance to identify issues in their community and engage in advocacy and organizing campaigns to develop meaningful solutions to these social problems. Students in the SJS develop as skilled community organizers, public policy advocates and legal strategists who are fluent in multiple approaches to creating social change. Students know how to strategically choose the approach to advocacy and organizing that they believe to be best suited to the problem at hand. Through internships, campaign fellowships, training programs and aligned college classes,

students in this pathway will develop professional relationships with a broad set of public service worker. In their senior year, Social Justice Strand students demonstrate their mastery of organizing and advocacy skills through the development and implementation of a campaign strategy based on an articulated Theory of Change.

SJS Outcomes:

1. Knowledge of self and community - I know who I am and where I come from.
2. Resilience & Perseverance - I keep going when things are hard.
3. Collectivity & Allyship - I am a strong team member. I support people that are different than me because I understand how we are all connected.
4. Systemic analysis - I understand the history and systems that shape the world around us.
5. Compelling expression - I share my ideas in a way that makes people want to listen.
6. SMART planning - I make plans that will help me meet my goals for the future.
7. Strategic action - I take action that makes change in my life and community.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- 9th Grade
 - Ethnic Studies coursework
 - Campaign inquiry to action project - issue identification, campaign research, action design, present during Social Justice Week of Action expositions, project reflection
 - Facilitation of activities during Social Justice Week of Action
 - Bi-monthly off-campus service project with buildOn
 - Bi-weekly leadership program where they cycle through 4 different leadership experiences:
 - Mentoring program at Community United Elementary School (CUES) with buildOn industry partner
 - Documentary photography with KDOL industry partner
 - Map Your World Campaign development
 - Pedagogy of the Oppressed with BayPeace
 - Two day leadership and community building retreat in the Presidio in San Francisco.
 - Local college tour
 - Interview project with local community organizations
- 10th Grade
 - Civic Engagement coursework
 - Exploring College and Career Opportunities (ECCO) coursework
 - Policy campaign experience and mentorship through partnership with Alliance of Californians for Community Empowerment
 - Participatory Action Research with ISEED and Documentary Photography with KDOL
 - Development of political education workshop to be delivered during Week of Action
 - Facilitation of activities during Social Justice Week of Action
 - Bi-monthly off-campus service project with buildOn
 - Two day leadership and community building retreat in the Presidio in San Francisco.
 - 2 local college tours
 - 1 career exploration visit to a Public Service organization
 - Informational interviews with multiple public service organizations
 - Capstone/Individual a portfolio review

- This project is similar to a thesis defense. In this project students present to a panel of various community members proposing and defending their work in Division 2, determine if they are ready to move up to Division 3, and construct a course of study for their last two years in high school that aligns to their future goals.
 - This is a 15-20 minute presentation, includes several research components, and students conducting data analysis of their own data (academic, leadership skills development, emotional acuity, 21st century skills, attendance, etc.)
- 11th Grade
 - Campaign course - Class identifies a focus issue and develops an own advocacy and organizing campaign to address this issue.
 - Concurrent Enrollment Classes: all students are expected and held accountable in completing a minimum of one semester of concurrently enrollment classes.
 - AP classes: all students are enrolled in AP Biology
 - Professional Internships/Field Experience: all students are expected and held accountable in completing a minimum a one semester internship.
 - Portfolio Review
 - Student continue to maintain their Capstone project portfolio's from their sophomore year. The additional component of the Portfolio review is that students research and propose their course of student for their senior year that is in direct alignment to their Senior Project. For this component of the portfolio presentation 11th graders proposal the critical question their will be investigating and identify what concurrent enrollment classes and internships they will need to participate in supporting their knowledge development and understanding of their critical question.
- 12th Grade
 - Campaign course - Students identify campaigns in relation to their senior project topic and develop their own advocacy or organizing campaign to address this issue.
 - Concurrent Enrollment Classes: all students are expected and held accountable in completing a minimum of one semester of concurrently enrollment classes.
 - AP classes: all students are enrolled in AP Environmental Science
 - Professional Internships/Field Experience: all students are expected and held accountable in completing a minimum a one semester internship.
 - Senior Project: English Project/Make the Road Portfolio/ Presentation/ Transition/Panel
 - Research paper on a controversial issue (7 - 10 pages): Focus on a minimum of 2 perspectives that exist on a controversial issue. Your topic and social change - Historical Research Paper- Who, how, power dynamics, solve or resist (MTR 3-5 pages); Project Creation, Internship and reflection - MTR (3-5 pages) Requirements- Complete internship, write reflection (goals, project implementation summary, reflection); A comprehensive list of 15 items that must be compiled, organized, bound and submitted as a physical artifact of your senior project; A 20 minute presentation where students present their research, chosen topic of social change, internship project and other senior project work to a panel of community members and experts. Students will both present and respond to rigorous questions, demonstrating their learning, perspective and preparation for life beyond CCPA.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	3
<i>Leadership Configuration</i>	2	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	3	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	3	<i>Teacher Professional Learning</i>	2
<i>Diverse Student Representation</i>	2	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2
Program of Study/Master Schedule		<i>College and Career Plan</i>	3
<i>Pathway Theme</i>	2	Work Based Learning	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	3	<i>WBL Pathway Outcomes</i>	2
		<i>WBL Pathway Evaluation</i>	1

Computer Science Strand

Pathway Title:	Computer Science	Pathway Teacher Leads:	Under development
Industry Areas:	Technology	Pathway Coach:	Under development
Pathway Lead Email:	amy.carozza@ousd.k12.ca.us	Pathway Lead Phone:	Under development
Pathway 2015-16 Enrollment (9-12)	Under development	Anticipated Grant* (\$200) x enrollment.	Under development

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
Under development						

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
Under development							

Pathway Vision:

The Computer Science Strand of the Community Leadership Pathway at CCPA will provide a technical path to community leadership. The students will learn relevant technical skills to support the creation and application of cutting edge technology to projects that benefit their community and its advancement..

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

There is not yet a computer science program at CCPA; however, the computer science class offered during our post session period received the most first choice selections of all of our course offerings. Additionally, the technical option of program offering for focus is a common reflection on our school. Specifically, we need a pathway of study that prepares students interested in pursuing math and science fields in college.

We will use a cycle of inquiry model to reflect on our Computer Science course and partnerships and build out this strand of content and associated skills to meet the other strands.



Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Amy Carozza	Principal
Javier Mesa	AP Calculus and AP Computer Science Teachers

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	<i>n/a</i>	Rigorous, Relevant, and Integrated	<i>n/a</i>
Leadership Configuration	<i>n/a</i>	Collaborative Learning	<i>n/a</i>
Distributed Leadership	<i>n/a</i>	Teacher Shared Best Practice	<i>n/a</i>
Equity		Teacher Collaboration Time	<i>n/a</i>
Open Access & Equitable Opp.	<i>n/a</i>	Teacher Professional Learning	<i>n/a</i>
Divers Student Representation	<i>n/a</i>	Personalized Student Support	
Closing the Opportunity Gap	<i>n/a</i>	Support of Student Needs	<i>n/a</i>
Program of Study/Master Schedule		College and Career Plan	<i>n/a</i>
Pathway Theme	<i>n/a</i>	Work Based Learning	
Integrated Core	<i>n/a</i>	Types of Student Experiences	<i>n/a</i>
Cohort Scheduling	<i>n/a</i>	WBL Pathway Outcomes	<i>n/a</i>
		WBL Pathway Evaluation	<i>n/a</i>

Proposed Measure N Commission Funding Recommendations for 2015-16 Planning Funds

Count	School	School Type	Recommendation	Conditions/Justification
1	Dewey	Alt. Ed	Approved	
2	Community Day	Alt. Ed	Approved	
3	Bunche	Alt. Ed	Approved	
4	Rudsdale	Alt. Ed	Approved	
5	Fremont	ISS	Approved	
6	Castlemont	ISS	Approved	
7	McClymonds	ISS	Conditional Approval	Meet with Linked Learning staff prior to July 1 to strategically integrate the various different funding sources to maximize impact of expenditures to support ISS and Measure N.
8	Oakland High	Large	Approved	
9	Skyline	Large	Approved	
10	Oakland Tech	Large	Conditional Approval	Must attend a 1 day planning meeting prior to July 1 before funds are released to school site. Planning meeting will include deeper self-assessment, review overall plans, and make modifications to the plan that support the Diagnostic Self Evaluation and planning process.
11	Oakland International	Small	Approved	
12	MetWest	Small	Approved	
13	Life Academy	Small	Approved	
14	CCPA	Small	Approved	
15	Madison	Small	Approved	
16	Lionel Wilson	Charter	Approved	
17	Lighthouse	Charter	Approved	
18	Envision	Charter	Conditional Approval	Must attend a 1 day planning meeting prior to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process.
19	Arise	Charter	Conditional Approval	Must attend a 1 day planning meeting prior to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process.
20	Unity	Charter	Conditional Approval	Must attend a 1 day planning meeting prior

to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process.

Must attend a 1 day planning meeting prior to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process.

Will not have 9-12th graders next year and is therefore ineligible for funding in 2015-16.

21	LPS	Charter	Conditional Approval	to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process. Must attend a 1 day planning meeting prior to July 1 before funds are released to school site. Planning meeting will include overview of Measure N outcomes and goals, review overall plans, and make modifications to the plan that support the overall planning process.
22	EBIA	Charter	Denied	Will not have 9-12th graders next year and is therefore ineligible for funding in 2015-16.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Community Day	Principal	Mekael Johnson
Pathway Industry Areas:	Student Individualized Learning	Principal Phone:	510 531-6800
School Address	4917 Mountain Blvd	Principal Email:	Mekael.Johnson@ousd.k12.ca.us
School Phone	510 531-6800	School Fax:	510 482-7144
2015-16 Enrollment (9-12)	30	Anticipated Grant* (\$200) x enrollment.	6,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
75%	25%	85%	5%	5%	30%	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
45%	0%	5%	45%	0%	0%	5%	0%

Planning Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
mekael johnson	principal
lucia moritz	alt ed coordinator
jason gray	teacher
sandra backer	administrative assistant

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School Vision:

Community Day School through restorative practices, SEL, and the integration of academic structured content seeks to support students through individualized learning pathways focused and directed towards individual experiences that will lead to postsecondary opportunities.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

SEL, restorative justice, community practices, project based learning, linked learning/internships, gender specific counseling groups, family and individual therapy, and extracurricular incentive activities.

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2
Distributed Leadership	2	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	2	Teacher Professional Learning	1
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	1	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	3
Pathway Theme	2	Work Based Learning	
Integrated Core	2	Types of Student Experiences	3
Cohort Scheduling	2	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>Self Reflection: Our pathway includes a clear vision and mission pathway but we need to develop more strategies with businesses/stakeholders in order to strengthen all aspects of the program.</p> <p>Reflection: We have a clear vision and mission for our pathway. Individualized student learning for each student is the goal but we still have to work to integrate all pieces into core classes and the school culture. We have established a strong foundation creating on site pathways. Developing sustainable structures will create pathways with stakeholders. Included in this is higher education and workplace learning opportunities.</p>		
<p>Budget</p>	<p>2015-16 Planning Activities</p>	<p>Anticipated Outcome</p>
<p>8 Staff x \$138 = \$1,104 Meals = \$300</p>	<p>Revisit pathway Mission and Vision during the year.</p> <ul style="list-style-type: none"> ● Revise and develop pathway student learning outcomes so they are better aligned to Industry CTE Standards ● Revisit Program of Study in order to align 	<p>The mission fully aligns with aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p>

	<p>with mission, vision, pathway student learning outcomes, especially within the the master schedule.</p> <ul style="list-style-type: none">● Involve industry partners in the process to establish structures and pathway systems.	
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Self Reflection: Some of our teachers have developed and integrated learning strategies and practices that include academic and technical curriculum content.</p> <p>Reflection: All teachers are required to develop lessons with common core content. For the past five years there has been a shift to increase academic rigor in all of the classes. Literacy and academic discussions have led to academic growth in our students. ILT meeting times have allowed teacher collaboratives to discuss school-wide rigor and challenging academics for students. The goal is to find time with partner models so that we can observe and use best teaching practices and integrate them into our current best practices.</p> <p>SRI, Achieve 3000 and CAHSEE scores gains are a direct impact on the rigor and consistency implemented this year. Continuing to look at this data and integrating individual learning plans for each students will only help them succeed and prepare them for the next step in realizing their pathway.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$500 for Extended Contracts	Professional learning in CCSS/CTE integration in core classes for pathway teams to design instruction and student-centered learning experiences. ILT meets to plan common core integration of pathway curriculum	Pathway teachers will develop at least two integrated CCSS/CTE instructional experiences for students.
\$804 for substitutes	Release time/substitutes so that pathway teachers can observe one another's teaching practices and give and receive feedback to improve instructional practice within and amongst OUSD schools	Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Self Assessment: We need to expand our industry and postsecondary partnerships to reach the diversity of students.</p> <p>Reflection: We need to create a clear pipeline to local community colleges with CTE courses if possible. Getting teachers certified through CTE and working with the LLO would benefit our student population. Transportation issues and the isolation of our campus are issues of concern that may prevent students from having access to partnerships. Another challenge is the lack of financial resources. Our after school program was cut. This will have a significant impact on program sustainability.</p> <p>One of our biggest strengths as a pathway is that we have common planning time for all teachers at our school. Another strength is that we have plenty of space on site to develop individualized pathways that could easily be put in place with stakeholders bringing the linked learning directly to the school site.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$ 900 for Extended Contracts	Stipends to review pathway themes, student learning outcomes, and program of study with input from advisory members from industry. In addition a review of current CTE curriculum available through sources like the UC	Ensure that pathway theme and program of study aligns to industry and labor market needs. Identify a potential CTE course for the 2016-2017 school year.

	Curriculum Integration Institute and CTE Online resources.	
\$500	Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.	To identify and establish post-secondary partnerships and dual-enrollment

4. *Work-based Learning*

Current Programmatic Narrative Based on Rubric		
<p>Self Assessment: We have started the process of developing pathways along with building the content and coursework. Next steps are to build industry partners for postsecondary opportunities.</p> <p>Reflection: Our school has developed several work-based learning opportunities for students through the afterschool program. Robotics, Mural Arts, Gardening, Health & Fitness and Bike Engineering are the current site programs we offer to students. The robotics program has offered linked learning opportunities to the TEALS and PIE program. The Merritt College Garden and Landscaping program and Calidad Nursery, a community based stakeholder are linked learning industry partners that can create pathways in this industry. The bike engineering program has worked with local nonprofits and bike shops creating industry opportunities for students.</p> <p>Our next step is to develop and diversify work based learning experiences for all students in our pathway. Students need to experience work based learning in a more integrated industry focused way. Right now, our pathway lead teachers have been primarily responsible for ensuring students have access to work-based learning experiences and we want to formalize systems so that a clear structure can be created. Pathway teams need additional support from the Linked Learning Office to develop systems of support for students to be prepared, matched, placed, and managed through work based learning experiences. Pathway teams need to create systems and develop strong linkages with community stakeholders and partners.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA	Building a contact list of designated non-profits and companies who will give students an opportunity for internships.	Identify 5 to 10 partnerships
\$900 for Extended Contracts	Release time for Pathway Teachers to plan and implement developmentally appropriate and sequenced WBL opportunities for ALL students that include school year and summer opportunities.	Students experience a high quality integrated work based learning experience that supports individualized student growth.
\$1000 for student stipends	Pilot 3 to 4 students in a work based environment that will inform us of steps we need to take to build structures and systems that will inform our internship protocols.	Students experience integrated work based learning that informs us how we can use these practices to help engage all of our students.
N/A	Plan with LLO for internship stipend funding, transportation costs, and support for student internships in 16-17	Budget future Measure N funds for internship stipends and transportation costs for students

5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric

Self Assessment:

Build more structures that support culturally relevant and timely intervention strategies.

Reflection:

One of our strengths as a small school is our focus on SEL and building relationships with students. When students first enter our school, we implement a wraparound support system of speaking to parents, bringing in our COST team, getting to know our students strengths and areas for growth (both academically and personally), and developing some targeted strategies to support the student. At any given time, students know exactly how many credits they have and what they need to do in order to graduate. We also have small class sizes where teachers can provide students with individualized support.

While we have been able to provide targeted supports and build strong relationships that have helped students reach individual goals i.e (Readmission, probation completion, graduation, and SEL plans). We want to formalize systems and protocols that better prepare students for diversified postsecondary success beyond high school.

Budget	2015-16 Planned Activity	Anticipated Outcome
NA	<p>Integrated into all our collaborative time and PD, design <i>systems</i> to ensure that we proactively:</p> <ul style="list-style-type: none"> ● Support each and every student in the attainment of his/her academic / social emotional / career goals ● Check in with every student on a regular basis aligned with grading periods or the assessment calendar ● Have a system to regularly engage families in the education of their students <p>Regular Common Planning Time:</p> <ul style="list-style-type: none"> ● Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up ● Practice using the systems we have designed ● Refine our approach using a cycle of inquiry <p>Ongoing professional learning time:</p> <ul style="list-style-type: none"> ● Network with other pathways/ schools/ teams to share promising practices ● Use protocols to refine practices 	<p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> ● Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	Madison Park Academy	Principal	Dr. Lucinda Taylor
Pathway Industry Areas:	Business & Art via Academic, Internship, Vocational Pathways	Principal Phone:	
School Address	400 Capistrano Drive, Oakland, CA 94603	Principal Email:	lucinda.taylor@ousd.k12.ca.us
School Phone	(510) 636-2701	School Fax:	510-636-2704
2015-16 Enrollment (9-12)	185	Anticipated Grant* (\$200) x enrollment.	\$53,800.00

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
106	79	97% (179)	9% (16)	n/a	31% (59)	100%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
18.4%	0%	1.1%	78.9%	0%	0.5%	0%	1.1%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Dr. Lucinda Taylor	Principal
Whitnee Garrett	Teacher
Chad Reifelt	Teacher

Kateri Dodds	Teacher
Fatima Ghatala	Teacher

School Vision:
100% of student population graduate high school and apply to at least one college by June of their graduating year. Each student has a post-secondary plan submitted by January of their graduating year. Pride. Purpose. Possibility.

Signature School Practices:
<i>What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!</i>
School reflects strong retention rate as it is an expanding TK-12th grade school; most of our high school students attended our middle school. One-to-one laptop-to-student ratio at high school. AP courses required for all high school students. Restorative Justice serves as a pillar in guiding our disciplinary practices and interactions between students, faculty, and families. Small class sizes ensuring individualized instruction for all academic subjects. Sports offerings including track and field, football, basketball, volleyball, and soccer. Student leadership class reflects students’ as stakeholders in creating high school culture and tradition. Small, integrated staff supports cross-curricular collaboration and interventions, when necessary. Access to on-site health clinic and parent center to support school culture.

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2
Distributed Leadership	2	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	2	Teacher Professional Learning	3
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	2	Work Based Learning	

<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	2
		<i>WBL Pathway Evaluation</i>	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains		
<p><i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>Our school is still growing, as are our pathways. In this section, our college/career readiness team are dedicated to using these funds to focus our planning and execution of these pathways in the following ways: observing and leveraging the college/career readiness expertise within Oakland Unified School District and providing release time for teachers to build the foundation for our pathways program. Our goal is to distribute leadership amongst a team of dedicated teachers (e.g. via PD and release time) to build their college and career expertise through shared responsibility for student outcomes.</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome
\$4,000	Pathways within Business and Art: 1) internship 2) trade school 3) college classes/AP	1. Academic Pathway: Students take X number of concurrent enrollment and AP courses and create a portfolio that incorporates their experiences with an academic research project of their choice. We would want to push kiddos toward this option, based on our goal of increasing college enrollment and persistence. Furthermore, requiring ALL students to take

		<p>APUSH as 10th graders would ensure that all students have access to AP curriculum, regardless of pathway.</p> <p>2. Internship Pathway: Students engage in an internship for X hours. Their senior capstone portfolio consists of reflection on their internship and an academic research project that in some way relates to that internship.</p> <p>3. Certification Pathway: Students choose a certification (automechanics, HVAC, cosmetology, certified nurse's assistant, EMT, etc.etc. etc.) and take X number of concurrent enrollment courses towards that certification (through Peraltas). Senior capstone consists of reflection on courses, post-secondary plan, and an academic research project that relates to their chosen certification.</p>
\$3,000 X2 =\$6,000	Funds to apply towards partial salary or stipends for 2 College and Career Readiness Specialists.	College and Career Readiness Specialists plan, build, and support infrastructure for college/career access program--including 3 pathways--at MPA, where no current model exists.
\$3,000.00	Stipend juniors to support with raising college-going culture at schools through Peer Leadership program	Student Peer Leaders would represent different circles of students. They would be trained around college and post-secondary information, and would be the point person amongst their peers to distribute information, promote college-going culture, as well as answer questions.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>MPA believes strongly in equitable access for all students to rigorous courses; all of our students take at least two AP courses by their junior year. Our students also have on-campus access to college courses through the Peralta partnership. These courses are CSU/UC transferable, free for our students, and feature instruction with college professors. Students complete two large project-learning assignments per year (at least) which require evidence-based inquiry, collaboration between classes (for example, History and English, or Math and Science), and common rubrics. These projects reflect cross-curriculum planning between teachers, as well as aligned standards. On a smaller-scale, teachers also collaborate to align teaching tactics, scaffolds, and vocabulary. For example, all subject teachers use a tool called "Textual Evidence Cards." By sharing this tool and keeping it a common practice in all courses, students are able to see and experience the way research and evidence-based inquiry is applicable to all subjects, and eventually move beyond the scaffold and onward to higher-level writing. This is just one example of our vertical and horizontal collaboration.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,500.00	Advanced Placement Testing Funds	There will be three AP classes offered on our site next year (Physics, U.S. History, Language/Composition) and all students will have access to take the exam.
\$3,500.00	All upper campus students will have access to CTE and GE Dual Enrollment college course(s) in partnership with the Peralta Colleges (books/supplies for dual enrollment).	All upper campus students will have opportunity to enroll in dual enrollment that is related to pathway and college/career readiness benchmarks. All students will have adequate resources, and exposure and proper preparation for college level courses.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>The purpose of requesting funding for these particular items is to make certain that all students have access to high quality education that is simultaneously preparing them for college and career opportunities. The main components of this goal that will require support are 1) professional development for industry-themed pathway development and planning time for staff to collaborate and communicate to support each other's caseload and curriculum creation, and 2) extended day for credit recovery and/or A-G courses.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000.00	Funds also for PD and release time (including summer) for faculty.	High school teachers will be trained and build confidence around linked learning pillars and theory of change in OUSD as well as other key college and career readiness standards and strategies. Funds will be key with supporting teachers around instructional strategies that are student-centered, rigorous, and pathway aligned and to ensure teachers collaborate with each other and industry partners to

		increase college/career relevancy of student learning.
\$8,000.00	Pathway-Aligned Art Post-Session: fund instructors, supplies, activities, and transportation for fieldtrip(s), if necessary	100% of students would participate in a pathway-aligned art post-session learning specific art skill in a holistic learning environment, with skilled art instructor, bridging technology and art. Art options would include mural class, graphic design class, digital video production class, drawing class, painting class, sculpture class, screen printing class, and more.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>MPA is committed to personalized work-based learning, as evidenced by two of our pathways requiring students to either complete at least one cycle of internship or career certification to gain real-world, 21st-century experience and technical skills. By allowing students to choose their pathway, we offer student buy-in and ownership. Additionally, it's personalized because our teacher-advisors and (with funding) college readiness specialists offer one-on-one transcript notation, high school plans, pathway planning, support and check-ins. Funds would support the growth of this area supporting off-site and on-site visits and explorations, career and industry guest speakers, and a Work-Based Learning Internship Coordinator to create and execute a comprehensive internship program.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000.00	Funds to support Work-Based Learning activities including two career and college exploration visits per year/per grade level. \$2000/tour (e.g. buses) Funds to buy college/career swag to raffle to students during or after trip.	100% of high school students visit at least one college/career campus. College/career swag promotes college-going culture at high school site.
\$3,000.00	Senior Project - Writing Support	Funds for stipends to support one-on-one writing support for each senior.
\$3,000.00	Work-Based Learning Internship Coordinator. Works with industry partners to schedule guest speakers, field trips, fairs, and visits, Supports with pathway development and college/career mission, vision, and implementation of all related programming	This person would develop the foundation of work-based learning on the campus.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Our school is committed to the use of Restorative Justice as a means to support the social-emotional aspect of our students' learning. We are dedicated to using these funds to ensure that our 'MPA Way' is embedded in the way we interact with students and the way students interact with each other. The creation of a College/Career Center as a place where students are able to gather information, receive 1-on-1 or group presentations about their post-secondary goals is indicative of an overall safe space where students and staff are able to collaborate. We also want to integrate and compensate community members--namely parents--to be able to support with outreach to families to include them in the decision making around child's educational plan despite linguistic or access barriers.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$3,000.00	Build high school culture and climate through culturally-relevant activities and college career aligned programming.	MPA family which consists of faculty, support staff, and parents will engage in community building events and culturally relevant learning and activities that address social/emotional needs and college career readiness.
\$3,000.00	Funds to support building of Pathways and Linked Learning/College and Career Center (computers, printer, library, pennants, posters, dividers, furniture, etc.)	Students will be able to go to a space on their campus that is specifically for deepening their pathway experience and receiving individualized college/career readiness support.
\$3,000.00	Parent advocate (bilingual parent, team of 3, stipends and professional development/meeting)	Parents would feel more connected to the vision of the school by participating in high school activities, supporting with translation and being ambassadors to other parents around pathways and college/career readiness.
\$2,500.00	Funds to support SAT/ACT test prep for juniors in Spring 2016	Students are more confident and are prepared for highest level of performance on the SAT/ACT and other related examinations for college admissions.

Pathway: [Name of Pathway]

Pathway Title:		Pathway Teacher Leads:	
Industry Areas:		Pathway Coach:	
Pathway Lead Email:		Pathway Lead Phone:	
Pathway 2015-16 Enrollment (9-12)		Anticipated Grant* (\$200) x enrollment.	

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

Pathway Vision:

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>		<i>Rigorous, Relevant, and Integrated</i>	
<i>Leadership Configuration</i>		<i>Collaborative Learning</i>	
<i>Distributed Leadership</i>		<i>Teacher Shared Best Practice</i>	
Equity		<i>Teacher Collaboration Time</i>	
<i>Open Access & Equitable Opp.</i>		<i>Teacher Professional Learning</i>	
<i>Divers Student Representation</i>		Personalized Student Support	
<i>Closing the Opportunity Gap</i>		<i>Support of Student Needs</i>	
Program of Study/Master Schedule		<i>College and Career Plan</i>	
<i>Pathway Theme</i>		Work Based Learning	
<i>Integrated Core</i>		<i>Types of Student Experiences</i>	
<i>Cohort Scheduling</i>		<i>WBL Pathway Outcomes</i>	
		<i>WBL Pathway Evaluation</i>	

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Pathway Team Establishment, Vision Development, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership/Vision” & “Equity” <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>[Required: Please reflect on self assessment here]</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome

2. School-Wide Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>		
<p>[Required: Please reflect on self assessment here]</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

3. Program of Study

<p>Current Programmatic Narrative Based on Rubric</p>		
<p>[Required: Please reflect on self assessment here]</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

Pathway: [Name of Pathway]

Pathway Title:		Pathway Teacher Leads:	
Industry Areas:		Pathway Coach:	
Pathway Lead Email:		Pathway Lead Phone:	
Pathway 2015-16 Enrollment (9-12)		Anticipated Grant* (\$200) x enrollment.	

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

Pathway Vision:

Signature Pathway Practices (What makes you different than the rest of the school):

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Budget	2015-16 Planning Activities	Anticipated Outcome

2. School-Wide Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>		
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Budget	2015-16 Planned Activity	Anticipated Outcome

3. Program of Study

<p>Current Programmatic Narrative Based on Rubric</p>		
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Budget	2015-16 Planned Activity	Anticipated Outcome

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
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Budget	2015-16 Planned Activity	Anticipated Outcome

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
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Budget	2015-16 Planned Activity	Anticipated Outcome

Pathway: [Name of Pathway]

Pathway Title:		Pathway Teacher Leads:	
Industry Areas:		Pathway Coach:	
Pathway Lead Email:		Pathway Lead Phone:	
Pathway 2015-16 Enrollment (9-12)		Anticipated Grant* (\$200) x enrollment.	

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Current Programmatic Narrative Based on Rubric		
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Budget	2015-16 Planned Activity	Anticipated Outcome

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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
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Industry Areas:		Pathway Coach:	
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<i>Leadership Configuration</i>		<i>Collaborative Learning</i>	
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Budget Justification and Narrative

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Budget	2015-16 Planning Activities	Anticipated Outcome

2. School-Wide Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>		
<p>[Required: Please reflect on self assessment here]</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

3. Program of Study

<p>Current Programmatic Narrative Based on Rubric</p>		
<p>[Required: Please reflect on self assessment here]</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Dewey	Principal	Robin Glover
Pathway Industry Areas:	Health and Fitness	Principal Phone:	510-499-2702
School Address	1111 2nd Avenue Oakland Ca. 94606	Principal Email:	robin.glover@ousd.k12.ca.us
School Phone	510-874-3660	School Fax:	510-874-3661
2015-16 Enrollment (9-12)	255	Anticipated Grant* (\$200) x enrollment.	\$51,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
61.9%	38.1%	87.0%	10%	10%	28.0%	99.2%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
39.7%	1.5%	6.7%	47.7%	0.8%	2.1%	1.7%	0.4%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Robin Glover - completing planning grant app.	Principal
Darrell Ross	Assistant Principal

Kevin Ingersoll	Pathway head and teacher
Daniel Coffee	Pathway teacher
Joanne Kafka	Counselor
	Student
Erika Bryant	ELA Teacher

School Vision:

Through the delivery of core academics integrated with a curriculum of career and college exploration and focused on the wide variety of careers in the fitness and health industry, students will understand the importance of personal, emotional and social health and see the positive impact that health and fitness can have on their personal and college and career aspirations.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

ECCO college and career exploration with guest speakers. Career exploration visits to Peralta Colleges and industries, community curriculum mapping, social emotional learning and building relationships in school and in the community. Dewey provides opportunities through a wide variety of internships.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>2</i>	<i>Collaborative Learning</i>	<i>3</i>
<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>
Equity		<i>Teacher Collaboration Time</i>	<i>2</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Diverse Student Representation</i>	<i>3</i>	Personalized Student Support	
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Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>2</i>
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Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
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1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self Assessment

"Pathway includes a vision and mission that provides some indication about what the pathway aims to achieve."

"Teachers understand they teach in a pathway but some identify themselves as content teachers first and pathway teachers second."

"Had admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history"

Reflection

We have a clear vision and mission for our pathway but still have some progress to make in order to integrate our theme into all of our core classes and distributed leadership structures. We have an extremely strong pathway lead teacher and have started doing work this past year to create a shared pathway vision amongst all staff and teachers now see themselves as part of the pathway and now we want to more explicitly align the pathway vision into all content areas and develop pathway leadership roles and responsibilities beyond one or two teachers. We would also want to develop a clear transition into higher education and the world of work.

In regards to equity, we have an open admission policy where we accept all students (17-19 year-olds) who are referred to us regardless of their academic background. We do have an extremely diverse student population and we have developed structures to build strong relationships with every student who enters our school. Given the fact that students transition into our school every six weeks and can be with us for as little as a few days or a couple years, it's been a little difficult to support the academic acceleration of all sub-groups.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>12 Staff x 2 days (16) = \$4,446.72 Facility & Meals \$1,788.60</p> <p>12 staff 1 day @ \$23.16 per hour (8) \$2,223.36 Facility & Meals \$894.32</p> <p><i>(Use Atlantic Pathway coach hopefully)</i></p>	<p>Fall (Annual) Retreats:</p> <ul style="list-style-type: none"> ● Revisit pathway Mission and Vision ● Revise and develop pathway student learning outcomes so they are better aligned to Industry CTE Standards ● Revisit Program of Study in order to align with mission, vision, pathway student learning outcomes, especially within the the master schedule. ● Involve industry partners in the process. <p>Winter Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. ● Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. ● Are accountable for ensuring that necessary conditions are in place for successful program implementation ● Are supported by district policies that ensure program effectiveness
<p>N/A</p>	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● We will work to develop policies and practices that integrate and strategically 	<p>All students are successfully meeting all benchmarks for student achievement</p>

	support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work.	relative to all other subgroups in the pathway.
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: “Some... integration of academic and technical core.” “All pathway teachers... ensure students have extended daily activities that require them to work in groups” “Share lessons, resources, and best practices to improve their instructional practice.” “Pathway teams regularly attend PDs...”</p> <p>Reflection: In the past, alternative education schools have focused more on credit recovery and graduation rather than on skill and knowledge recovery. This past year, our school has tried to shift that narrative and made a huge push to increase academic rigor in all of classes through developing strategies to support literacy and academic discussions which had led to academic growth in our students. Additionally, we have put some structures and processes in place to support collaborative professional learning, including an alternative education collaborative that meets two times a month and supports cross-school collaboration and learning.</p> <p>Currently there is no time or budget set aside for teacher release time to observe one another’s teaching practice. This limits the pathway team’s ability to support instructional practice and build community of practice amongst pathway team members.</p> <p>While our school team has begun assessing students using SRI when they enter and exit the school, it has been difficult to use this data to drive instruction in a meaningful way due to students transitioning in and out every six weeks and the district assessment calendar not aligning to our hexmesters. We want to increase our capacity to look at student level data generated in classrooms through formative and summative assessments to better support student learning and outcomes.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Aug. 17&18 Teacher planning \$23.16 hr \$1,783 \$1500 Sub costs	Professional learning in CCSS/CTE integration in core classes for pathway teams to design instruction and student-centered learning experiences. Release time/substitutes so that pathway teachers can observe one another’s teaching practices and give and receive feedback to improve instructional practice within and amongst OUSD schools Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.	Pathway teachers will develop at least two integrated CCSS/CTE instructional experiences for students. Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes. Pathway teams will learn how to analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.
\$3,000: \$150x2x10 Sub costs for 2 days per month for 10 months	Provide 2 days per month release time for core content and CTE teachers to go into the field to engage with industry (teacher externships).	Core Content and CTE Teachers will be gain exposure to the latest technology and career practices in industry and benefit from working with industry to more fully integrate industry standards, relevance and context their curriculum.
\$300 \$150x2 Sub for	Provide teachers with PD around blended learning. 1 day release time for teachers to visit school using blended learning	Develop a strategy for accelerating academic growth through blended learning

3. Program of Study

Current Programmatic Narrative Based on Rubric

Self-Assessment

"Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards

Appeals to a broad diversity of students, regardless of their postsecondary aspirations
Integrates some technical and academic coursework across subject areas at each grade level.

Integrates some technical and academic coursework across subject areas...

May allow pathway teacher teams to have common preparation time."

Reflection

Our pathway has a solid advisory panel in place who have provided extensive feedback on the pathway CTE course and sequence and helped establish work-based learning opportunities for students. We also have a point person a Merritt college who we have begun collaborating with to establish post-secondary partnerships and aligning coursework. Currently, about 25 students participate in our CTE course, Health and Fitness for Lifestyle and Careers, and our next step is to expand our pathway course to all students. Additionally, we have integrated our industry theme into some of courses, mostly Science, but want to provide opportunities for our core content teachers to learn more about the industry theme in order to support authentic integration across all content areas.

One challenge with developing a strong program of study for all students is the fact that we use hexmesters instead of traditional semesters where students transfer in and out of our school every six weeks. We want to develop a program of study that works within our hexmester schedule and still provides students access to work-based learning and accelerated academic opportunities.

One of our biggest strengths as a pathway is that we have common planning time for all teachers at our school while we still need to make some progress in order to use this time as effectively as possible to support professional and collaborative learning.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$3,000: non teaching hourly rate or stipend of \$1,000 per teacher for 3 days retreat</p>	<p>Stipends for pathway teams to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from advisory members from industry. In addition a review of current CTE curriculum available through sources like the UC Curriculum Integration Institute and CTE Online resources</p>	<p>Ensure that pathway theme and program of study aligns to industry and labor market needs. Increase the rigor and relevance of CTE courses with pathway program of study</p>
<p>\$4000 sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs Sub cost \$1,300</p>	<p>Provide release time for pathway teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation.</p> <p>Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Community College educators will identify courses that align to the pathway program of study and pathway career theme. They will align CC course objectives and pathway student learning outcomes to create a transition to post-secondary.</p> <p>To identify and establish post-secondary partnerships and dual-enrollment opportunities.</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self-Assessment

“Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation.”

Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area.”

Reflection

Our school has developed several work-based learning opportunities for students enrolled in our CTE course. These opportunities range from participating in career exploration events (e.g. visiting fitness centers and sports teams) to completing internships with local fitness centers (e.g. the YMCA), where some of the internships have turned into actual jobs for students. Students also regularly use ConnectEd’s ECCO curriculum, which is designed to help students prepare for college and career through lessons, activities, and real-world experiences. All students also complete a portfolio, which includes a resume, before they graduate in order to better prepare them for entering the workforce.

Our next step is to develop work based learning experiences for all students in our pathway. Work Based learning occurs as an add-on to pathway program of study and CTE theme. Students need to experience work based learning in a more integrated industry focused way. Right now, our pathway lead teachers has been primarily responsible for ensuring students have access to work-based learning experiences and we want to formalize systems for creating work-based learning experiences beyond one person. Also, rigor, reflection and performance assessments need to be built around pathway WBL. Pathway teams need additional support from the Linked Learning Office to develop systems of support for students to be prepared, matched, placed, and managed through work based learning experiences.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$7,500 or .2FTE: 10 hours a week 32 weeks at 23.16 an hour.</p>	<p>Building a contact list of designated non-profits and companies who will give students an opportunity for internships.</p>	<p>Students will have real work experience , on the job training, that aligns with our pathway</p>
<p>\$6,948 5 hours a week 20 wks at 23.16 an hour (3 teachers)</p>	<p>Release time for Pathway Teachers to plan and implement developmentally appropriate and sequenced WBL opportunities for ALL students that include school year and summer opportunities. WBL Sequence is planned and aligned to support students as they work towards industry certification.</p>	<p>Students experience 2-3 high quality integrated work based learning experiences and graduate with 21st century and SEL skills that inform their personalized career and college plan. Each student builds a resume, experiences mock interviews</p>
<p>Contract for liaison with Peralta Colleges \$7.500 or .2FTE</p>	<p>Liaison works alongside to School to Career and Peralta to identify key courses of study for our pathway and possible certificates from courses.</p>	<p>Peralta contacts and courses for the pathway students to allow them earn certificates or AA degrees</p>

NA	Plan with LLO for internship stipend funding, transportation costs, and support for student internships in 16-17	Budget future Measure N funds for internship stipends and transportation costs for students
N/A	WBL case management and support for students is aligned and supported by After School Program in coordination and collaboration with pathways.	Students are directed, matched, supported, and prepared for challenging WBL experiences.
Schedule PD	Pathway Teams work with LLO to create one integrated CCSS/Industry performance task that includes WBL outcomes and performance assessments.	Students experience a learning experience that includes a rigorous work based learning component
	Pathway teachers collaborate closely with industry partners through individual Advisory Boards or other industry-related opportunities	Pathway teams hold 2-4 site based Advisory Board meetings, with support from the LLO & the Workforce and Economic Development Coordinator. Industry informs in writing and through active collaboration: pathway outcomes, required skills leading to industry certifications, industry related instruction, WBL sequence and opportunities, budget support for purchases, expansion, and enhancement of the pathway program

5. Personalized academic, social, and emotional support services.

<p>Current Programmatic Narrative Based on Rubric</p>
<p>Self Assessment “Through established structures and processes, the pathway team: assures that each student known well: their individual skills, strengths, challenges, interests and aspirations. Provides culturally responsive and timely intervention and acceleration strategies to support each student’s success. Collaborates with counselors to support students..”</p> <p>Reflection One of our strengths as a small school is our focus on SEL and building relationships with students. When students first enter our school, we implement a wraparound support system of speaking to parents, bringing in our counselor, getting to know our students strengths and areas for growth (both academically and personally), and developing some targeted strategies to support the student. At any given time, students</p>

know exactly how many credits they have and what they need to do in order to graduate. We also have small class sizes where teachers can provide students with individualized support.

While we have been able to provide targeted supports and build strong relationships that have helped students graduate, we want to formalize systems and protocols that better prepare students for post-secondary success beyond high school.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>NA - embedded in planned PD</p> <p>NA - part of pathway work with coach</p> <p>\$2500 stipend</p>	<p>One day PD for all staff to learn about the College and Career Plans from ConnectEd Studios (CES)</p> <p>Continued engagement within pathway communities of practice, facilitated by pathway coach, to work with CES College and Career Plans to support students; engage families</p> <p>Stipend for one teacher within the pathway to become a ConnectEd Studios power user (PD provided by ConnectEd)</p>	<p>All adults at the school use the College and Career Plans to support students, to engage families, and to monitor student progress toward student stated goals</p> <p>Pathways integrate College and Career Plan analysis into weekly meetings</p> <p>ConnectEd Studios power user supports team to better utilize CES for student support, family engagement, WBL activities, and student project management</p>
<p>Extended contracts @ \$23 per hour 5 teachers 2.5 hrs monthly \$2,316</p>	<p>Work with LLO WBL Coordinator and pathway coach to better integrate ECCO / WBL activities within core academic courses. Meet with just this purpose once a month after school for an extended period; also embed within weekly pathway COP collaboration time</p>	<p>One integrated ECCO / WBL activity / project per class</p>
<p>Potential contract w/ case manager or work w/ site care team</p>	<p>In Retreats: Based on our PD, design <i>systems</i> to ensure that we proactively:</p> <ul style="list-style-type: none"> ● Support each and every student in the attainment of his/her academic / social emotional / career goals ● Check in with every student on a regular basis aligned with grading periods or the assessment calendar ● Have a system to regularly engage families in the education of their students <p>In Regular Common Planning Time:</p> <ul style="list-style-type: none"> ● Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up ● Practice using the systems we have designed ● Refine our approach using a cycle of inquiry <p>In ongoing professional learning time:</p> <ul style="list-style-type: none"> ● Network with other pathways/ schools/ teams to share promising practices ● Use protocols to refine practices 	<p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> ● Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address

		individual student needs, goals, and aspirations
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**Measure N
Application
Planning Grant
2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	East Bay Innovation Academy	Principal	Devin Krugman
Pathway Industry Areas:	Science, Technology, Engineering, Arts and Math	Principal Phone:	510-577-9557
School Address	3400 Malcolm Ave, Oakland, CA 94605	Principal Email:	dkrugman@eastbayia.org
School Phone	510-577-9557	School Fax:	
2015-16 Enrollment (9-12)	110 8 th grade. Planning year. High school starts 2016/17	Anticipated Grant* (\$200) x enrollment.	\$22,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
211	144	TBD	10%	10%	5%	82%

Student Body Ethnic Composition

African-American	American Indian/Alaska Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
20%	4%	5%	17%	2%	2%	37%	15%

Planning Team Members and Role <i>(Who is completing the Planning Grant Application?)</i>	
Name	Role
Devin Krugman	Head of School
Laurie Jacobson Jones	Co-founder
Rochelle Benning	Co-founder

School Vision:

EBIA wants to rethink how schools are run and structured, so that they better reflect the needs of a 21st century world. Most traditional public schools have not changed their structure, organization, facilities or instruction in many years. While schools have not changed, our world has, rendering many of our schools, even the “best” ones, obsolete. Both our instructional approach and our school composition will address needs of the 21st century and beyond.

In order to end schooling “as we know it” for Oakland students, and by developing a coherent learning community that aligns school work with productive life in the global 21st century; EBIA declares the following set of goals:

- To develop both young and mature leaders who collaborate, manage change, and take ownership of their learning experiences.
- To offer families a coherent 21st century program that offers new, innovative, and alternative educational offerings to the ones currently provided in Oakland.
- To increase the number of students who excel in math, technology, and innovation to become leaders in a new, rapidly evolving, economy.

Core Beliefs:

We will build, sustain and grow EBIA with teachers, families, support staff, leaders, and board members who demonstrate alignment with the following core beliefs:

- We believe in **POSSIBILITY and PERSEVERANCE**: all children can and will achieve at the highest levels and be prepared for success in college and career, regardless of background or circumstance, when held to high academic and behavioral expectations. We value courage, initiative, and tenacity.
- We believe in **CREATIVITY and CURIOSITY**: we aim to develop students who pursue inquiry collaboratively with critical and creative minds. We value exploration, perspective, and determination.
- We believe in **COMMUNITY**: Parents, teachers, school leaders, and board members assume collective and individual responsibility for all students’ success. We value relationships, kindness, integrity, and respect.

- We believe in the **GREATER GOOD**: Our school will open students' minds to an enlightened sense of social justice and civic responsibility. Our students will give back to the community and work to make the world a better place. We value holistic thinking that can improve our school, our community, and our world.
- We believe in **DIVERSITY**: In order to prepare students for a global society and workforce, they need to learn to work with and appreciate the contributions of those that are different from themselves in all aspects of life.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

EBIA is a rigorous, college preparatory school in which students of all previous preparation levels find success. We have a collaborative model that incorporates technology to engage students in scientific, mathematical, literary, historical, and artistic pursuits. While emphasizing inquiry-driven, interdisciplinary, collaborative projects, significant time and resources are invested into programs that develop students' social-emotional skills and character strengths. Through blended and project based learning, our academic program is differentiated and personalized to meet students' individual needs and interests. Our model is based upon the following core elements:

- ***STEM Based:***

Our school includes features that will prepare students to work in Science, Technology, Engineering and Math fields, such as a coding class, innovation labs, rigorous math and science requirements.

- ***Rigorous Academic Course Load:***

In EBIA's high school program our graduation requirements will exceed UC A-G requirements in order to best prepare students for college, career, and a 21st century economy.

- ***Project Based Learning:***

Students engage in long-term, "real-world", collaborative, interdisciplinary, learning experiences that will culminate in authentic products to be placed in digital portfolios.

- ***Blended Learning:***

In order to offer a more personalized and differentiated approach, especially to a diverse group of learners, we incorporate two types of blended and optimized learning: a rotation model (including flipped classroom), where students rotate between independent learning, small group work and whole class work, and a self-blended model in the later grades where students are able to take classes online on their own.

- ***Service Learning:***

To instill our core value of giving back to the community and to ensure authentic, real world experiences, students engage in external service based projects in which they will both help contribute to and improve their community.

- ***Personalized Learning and Advisory:***

EBIA believes that all students learn differently. In order to provide support and a personalized experience, every EBIA student is paired with an educator, who stays with the student throughout the school year at EBIA. The advisory group meets for a significant period of time per week and conducts Personalized Learning Plan (PLP) meetings two times a year with each family to map out personal academic, social-emotional, and career goals for each student.

· ***Integrated Classrooms and a Heterogeneous Student Body:***

EBIA reflects the larger society that our students will someday join. We maintain a common intellectual mission where students of all demographic and educational groups are provided the same college preparatory curriculum, and where all students are expected upon graduation to enroll in and complete college.

· ***Community Based Intersessions:***

Students at EBIA participate in 4-5 weeks of in-depth elective courses three times during the school year (October, January and June) and in later years in internships that are run in collaboration with community organizations and local businesses.

· ***High Quality Professional Development:***

EBIA faculty have an enormous opportunity to grow as educators in the EBIA model, especially during Intersession, as they have those weeks to focus on developing as professionals, to collaboratively plan lessons, discuss how to support students, analyze student work and data, and make decisions as a faculty.

· ***Data Driven and Competency Based Instruction:***

EBIA collects, analyzes, presents, and acts upon student data with teachers, students, school leaders, and parents to optimize and accelerate learning.

· ***A Focus on Social-Emotional Learning:***

In order to best prepare students to be citizens of a 21st century interconnected world, students learn to be proficient in both academic skills and content, as well as the social-emotional skills of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	3
Leadership Configuration	3	Collaborative Learning	3
Distributed Leadership	3	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	3
Open Access & Equitable Opp.	4	Teacher Professional Learning	3
Divers Student Representation	3	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	3	Work Based Learning	
Integrated Core	3	Types of Student Experiences	2
Cohort Scheduling	4	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.

4. Add additional lines if you would like add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

As described above, EBIA’s staff and board are driven towards the realization of the school’s mission and vision, wherein all students are supported in developing 21st century college and career readiness skills. In it’s inaugural year, EBIA’s leadership team has focused on bringing the mission of the school to life by providing students with project-based learning experiences that support readiness for STEAM-based fields, namely through our intersession program, innovation labs and project-based learning instructional model (all three programs described in following sections). In order to do so, the board, administration and faculty have undergone extensive professional development wherein they visited and received support from mission-aligned partner schools, sought guidance and input from leaders in STEAM fields and implemented a collaborative leadership model wherein all stakeholders took part in developing school structures to ensure the realization of the mission and vision. EBIA has also implemented a shared leadership model, which includes grade level team leaders, and department chairs to support clear accountability and defined leadership for various work streams.

In order to support the development of a pathway program at EBIA, our 2015-2016 planning activities are intended to create the supports structures, exemplar-based experiences and professional development program necessary to build on our middle school success at the high school level.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$5,000.00	<ul style="list-style-type: none"> · Professional development for the planning team and all pathway faculty members. · Site visits to model schools implementing similar pathway models. 	<ul style="list-style-type: none"> · Professional development provides for collaborative learning time to ensure shared leadership is possible for all stakeholders. This professional development will include opportunities to develop project management and planning systems as related to pathway program accountability structures, as well as pedagogical development in pathway program mission and goals. · Site visits provide opportunities for the planning team to see similar mission driven pathway programs to support planning.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>EBIA’s instructional model is built on the mission of preparing students to be college and career ready through a rigorous academic program delivered with an instructional model that is built around an integration of blended learning, project-based learning and innovation and design thinking. All curriculum and instruction developed is standards aligned to the Common Core State Standards and Next Generation Science Standards, ensuring that students engage with complex texts, Level 3 and 4 Depth of Knowledge Skills, academic vocabulary and mathematical and scientific practices. Our integration of technology through our one-to-one student to Chromebook ratio and use of diverse blended learning platforms ensures that we are able to strategically differentiate instruction and accelerate learners at all levels. Further, our project-based learning curriculum design emphasizes depth over breadth of learning and pushes students to demonstrate learning through applied practice, problem solving and presentation of knowledge. Early NWEA MAP assessment data from our first year shows that we have been successful in this mission as students below, at and above grade level have demonstrated substantial academic gains in our first year.</p> <p>We intend to create a planning committee that furthers this commitment to academic rigor for all students by providing a stipend opportunity for lead staff members to build high school curriculum scope and sequence documents. This pre planning assures that rigor remains front and centers in our academic program and allows us to strategically support a variety of postsecondary readiness topics, skills and experiences across our 9-12 academic program.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000.00	<ul style="list-style-type: none"> Stipend for staff to research and develop academic program for high school grades that supports STEAM college and career readiness. 	<ul style="list-style-type: none"> Development of high school course scope and sequence documents that demonstrate our instructional model while also providing opportunities for students to develop postsecondary readiness skills.

3. Program of Study

Current Programmatic Narrative Based on Rubric

As mentioned in other sections, much of EBIA's program of study development work throughout our inaugural year has been based on bringing our instructional model to life in our core classrooms, alongside our innovation lab and intersession programs. The emphasis of this work has been on providing faculty, partner organizations and volunteers with the professional development and ongoing support structures needed to engage students in a rigorous academic program, real-world learning experiences, STEAM fields and differentiated academic programs based on personalized need. In practice, for students, this has meant the development of a craft shop where students engage in textile-based art making, a bike shop where students learn an introduction to bike mechanics and repair, interdisciplinary projects culminating in an end of year multidisciplinary capstone exit project and exhibition night, all alongside ongoing inclusion support services. These programs have been successful because they have been developed through ongoing review and collaboration across all stakeholders, while also leaving room for individual leadership of specific programs.

Given the diversity of STEAM fields, our 2015-2016 program of study planned activities are aimed at increasing student engagement with an increasing variety of hands-on career readiness projects.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000.00	· Stipend for staff to research and develop 9-12 innovation lab program.	· The expansion of our innovation lab program will provide all students with increased opportunities to engage in hands-on career readiness projects in STEAM fields.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Currently, our intersession program provides an opportunity for students to engage in work-based learning at a developmentally appropriate level for middle school students. Through this program, three times a year for two weeks at a time, students participate in STEAM-focused hands on projects with partner organizations from across Oakland. In our first year, these partners have included Destiny Arts, Chabot, Oakland Zoo and Nimby. These projects have had students create stop motion films on climate change, design and test habitat features for animals at the zoo, learn Afro-Peruvian drumming, as well as develop wilderness survival skills while camping. Throughout all of these experiences, students have been exposed to and learned about the demands of various fields of study and career and developed content expertise that has led to academic success in their core classes. Further, these partnerships have provided opportunities for experts in the field to support our teachers in ensuring that their instruction adequately prepares students for future STEAM-focused careers.

Throughout the 2015-2016 school year, a lead member of our planning committee will work to build partnerships with Bay Area organizations and business in order to develop a work-based learning program that strategically pairs students with partners to experience “in the field” learning.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$3,000.00	<ul style="list-style-type: none"> Provides a stipend for pathway program faculty member to develop and manage work-based learning partnership program. 	<ul style="list-style-type: none"> Partner manager will create a diverse catalogue of work-based learning experiences in STEAM fields that will provide students with choice and the ability to engage in on-site work based learning.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>EBIA’s instructional model is built around the idea that faculty will provide personalized academic, social and emotional support services to students throughout their day. In its inaugural year, the school has divided this work into two major streams. One is via our school’s advisory program. All students are organized into 16-18 student advisories with an assigned advisor who will loop up with them across grades 6-12. This advisor teaches students a diverse social emotional learning curriculum that touches on such topics as goal setting, conflict resolution, identity development and individual organization and project management. Students work with their advisor to develop a personalized learning plan monitored by the student, advisor across the year and containing goals for academic and social emotional growth. This personalization is furthered by the differentiation present throughout our academic program, monitored and supported for students by their core content teachers, their advisor and our resource specialist. Teachers use a variety of blended learning tools (including but not limited to Accelerated Math, Curriculet, and Activate Playlists) to provide students with coursework at their instructional level and aimed at producing academic growth across the K-12 spectrum. This coursework is paired with grade-level projects, providing opportunities for both personalized and collaborative learning for students.</p> <p>In anticipating the move towards college and career counseling at the high school level, our planning committee will develop goals, benchmarks and a scope and sequence for our high school advisory program to support these needs. Further, we will provide professional develop to our rising-9th grade advisors to ensure they are prepared to provide personalized support services to high school students.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000.00	<ul style="list-style-type: none"> · Development of social emotional learning curriculum for pathway program. · Professional development in supporting students in social emotional skills development for advisors of pathway program students. 	<ul style="list-style-type: none"> · Development of a high school advisory curriculum scope and sequence that provides opportunities for students to engage in college and career planning, goal setting and research. · Professional development for high school advisors will ensure high school students receive adequate support in postsecondary planning.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	Envision Academy	Principal	Laura Robell
Pathway Industry Areas:	Technology Arts Entrepreneurship	Principal Phone:	(510) 596-8901
School Address	1551 Webster St.	Principal Email:	laura@envisionacademy.org
School Phone	(510) 596-8901	School Fax:	(510) 596-8905
2015-16 Enrollment (9-12)	411	Anticipated Grant* <small>(\$200) x enrollment.</small>	\$82,200

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
42%	58%	78%	10%* <i>*we are a full-inclusion model</i>		13%	89%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
42.3%	2.3%	1.5%	44.9%	.6%	1.2%	4.7%	2%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Laura Robell	Principal
Natalie Lizardo-Sarellano	Teacher, Planning Team Lead
Gena Barsotti	College Counselor

Will Hammond (new FTE position)	Teacher, Advanced Digital Media Arts
Ben Kornell	Chief Operating Officer, Advisor*

School Vision:

Envision Academy of Arts & Technology's mission is to transform the lives of students – especially those who will be the first in their family to attend college – by preparing them for success in college, in careers, and in life.

Our vision is that **100% of our students:**

- 1) graduate with acceptance to a 4-yr college.
- 2) graduate with academic and technical skills and training necessary to succeed in future careers.

Our three career pathways are arts, technology, and entrepreneurship. Through improved programming in these three areas, we will not only improve our students' readiness to succeed in college and career, but we will also contribute to the larger aim of equitable opportunity and access for all students.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

College Success Portfolio and Defense

The CSP is part of the body of evidence used to assess whether a student is ready to be successful in college and in the workplace. The determination is based upon multiple indicators including completion of coursework, participation in projects, and other measures that show a student's proficiency on the relevant content standards. The completion of the Graduation Portfolio is required for all graduating students is the deliberate and thoughtful selection of student mastery work assembled by the student in a unique and compelling way to provide evidence of his or her learning. The Oral Defense of the Graduation Portfolio is an individualized presentation of learning during which the student reflects on his or her work, provides evidence of 21st Century Leadership Skills, and demonstrates how his or her work both meets the school's criteria for graduation and supports his or her personal and professional goals. As 10th-graders, students participate in a similar session called "Benchmark" that previews the full Portfolio Defense.

The CSP has the following components:

- A student cover letter and introduction to the portfolio
- A digital arrangement of certified student work produced in core content and/or interdisciplinary areas, which is assessed and certified by teachers prior to the presentation.
- Reflective summaries of the work artifacts
- Workplace Learning Artifact & Reflection

Project Based Learning

We believe that students learn most effectively when the coursework is engaging and relevant to their lives. Through Project-Based Learning (PBL), our students put their knowledge to work while tackling complex, real-life problems and questions. Throughout each project, they demonstrate mastery of academic content and essential skills in many subjects including: art, math, literature, science and more. Many of these projects conclude with a public exhibition in which students present their work to their peers, teachers and families.

100% A-G Completion to Graduate

ALL students at Envision Academy take and complete an A-G course load.

Work Learning Experience (WLE)

EA offers junior students the opportunity to have an extended Workplace Learning Experience at a location of their choice. This experience offers students a chance to understand how successful adults operate in the world of work, measure their knowledge and skills against what will be required of them in the future and obtain information about a job of interest.

During the workplace learning experience students do real work, solve real problems, and are offered continual challenges. In addition, every student completes a project or does research that benefits their workplace. At the conclusion of the experience, students present their projects to workplace staff, parents, fellow students and faculty.

Digital Media Arts and Technology Curriculum

All students complete take a Digital Media Arts course in 9th grade where they learn elements of Arts and Technology through seamlessly integrated projects and the application of 21st century skills. We're proposing a pilot Advanced Digital Media Arts course for Upper Division students to further advance these skills and to connect with our themes of art and technology.

BUILD Entrepreneurship Program

BUILD is an external partner that provides curriculum support for an entrepreneurship course for our most at-risk students. An Envision teacher teaches the course and supports the ongoing student development.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2
Distributed Leadership	2	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	3	Teacher Professional Learning	2
Diverse Student Representation	3	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	1	Work Based Learning	
Integrated Core	2	Types of Student Experiences	2
Cohort Scheduling	NA	WBL Pathway Outcomes	1
		WBL Pathway Evaluation	1

Rubric Reflections

Pathway Leadership and Direction

Our team felt that we have a clear vision for a pathway to college and a less clear emphasis on our support for career. Because we are a small school, we often plan for every student rather than some. So teachers who are in these pathways are all dedicated to the same vision and mission of the school as a whole. There is significant collaboration between and among staff, but we would like to focus and improve the quality of pieces of this work and to increase the intellectual autonomy of our students as they navigate both the college and career pathways.

Equity

Again, because we are a small school, our pathways are open to all students. We are not navigating admissions requirements or struggling for a diverse representation of students. Again, we are focused clearly on the support students need to get to college. This year, all of our 69 seniors are graduating and 79% of them were accepted to a 4-year college. This statistic is representative our focus here. But we want to continue to empower our students to own this pathway as their own in order to continue to increase our college persistence rates.

Program of Study/Master Schedule

Because of the structure of our small school, we are able to give a lot of individualized attention and support to students, but it does limit choice. For example, all our students in 9th grade take our Digital Media Arts class. This aligns clearly with our vision and supports their success in our project-based learning model. The down-side is that it does limit student choice. Our focus on college means that we have not closely examined the CTE standards (although we do have a set of Leadership Skills that student learn, practice and internalize through their four years at Envision).

Building Rigorous Academic Core

This has been the core of the work for the last few years and will continue to be at the core of our work next year. We are continually asking ourselves: how can we build students who are academically competitive, possess intellectual agency and are rigorous and reflective critical thinkers? There is more work to do here, but this is also a place of strength.

Personalized Student Support

Again, as part of our small school model and our ability to give individualized attention and support to students, this is a place of strength. All of our students complete an A-G course load in addition to completing the portfolio and defense process. One growth area is to provide more targeted out-of-classroom for specific academic intervention needs.

Work Based Learning

Our current work-based learning is only in 11th grade and although it is a valuable experience for many students, we'd like to improve the consistency and quality of some of our internships. We'd like to build stronger relationships with organizations over time and integrate the experience more clearly into our academic coursework.

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

0. Introduction

Arts, Technology, and Entrepreneurship are integral to the student experience at Envision Academy. Throughout our history, EA graduates have had unique and impactful experiences because of the integration of these career pathways into our curriculum. We are so excited for this opportunity to invest in and expand our program so that our students have greater access and opportunity in college, career, and life.

As part of our continued cycle of inquiry to provide better outcomes for students in alignment for our school's vision, with the support of other grant sources and with the anticipation of Measure N planning and implementation work, the leadership team is proposing some steps to bolster pathways programming and planning for the 2015-16 school year as we simultaneously research and investigate ways to improve our programming in future years. We plan to add a new position for an Advanced Digital Media Arts pilot course partially funding through Measure N, a new computer lab to support both the art and technology work we want to enhance and develop, and exploring a significant expansion of our Work Learning Experience, or WLE, internship program. In addition, we plan to engage deeply over the planning year in working with a team to research and learn so that in future years we may improve, develop and enhance our pathway to both college and career.

Below, we have highlighted our full proposal. Should additional Measure N funding become available, we request that our full plan be funded through Measure N. We believe our plan will enable us to take dramatic steps forward in increasing our students' readiness to succeed in college and career.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

Planning Work for the 15-16 School Year

Natalie Lizardo-Sarellano will be the teacher lead for our design team. As a teacher leader on staff, and one with significant experience in both our college preparation internship process, we believe she has fundamental knowledge and experience to move this team forward. This team will be engaged in the research, planning and development in the first year of Measure N.

While we do not currently formally distinguish career pathways from our core curriculum, ALL students participate in our arts and technology curriculum. We plan to increase the offerings for our three pathways (arts, technology, entrepreneurship) with the intent that these pathways are open to all students.

We would like to visit other pathway schools and to pilot curriculum through student advisory periods. First, by visiting other schools with career pathways, we believe we will gain insights into best practices as well as develop relationships that could aid with future collaboration. Second, all students have an advisory period and we would love to pilot a one to two-week unit that links with our selected career pathways. This will help us engage all students and faculty in the career pathway development process, while giving everyone additional exposure to careers & skills in the arts, technology, and entrepreneurship.

We are also exploring the possibility of piloting an after-school coding curriculum that could be enveloped into our regular academic program in the future.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$10,000	Teacher & Counselor Stipends for Design Team Participants Proposed planning team participants: <ul style="list-style-type: none"> ● Laura Robell, Principal ● Natalie Lizardo-Sarellano, Lead Teacher ● Gena Barsotti, College Counselor ● Will Hammond, Advanced Digital Media Arts teacher ● Ben Kornell, Chief Operating Officer 	Engaged Planning Team <ul style="list-style-type: none"> - additional time for meetings, research and work to support the pilot - evaluation of our current Workplace Learning Experience (WLE) process, curriculum and outcomes and a revision/expansion of that program for 16-17 - analysis of the skills required for actual 21st century companies, how those align with our school leadership competencies and how we can further develop these competencies in our students
\$5,000	Visits to other Bay Area schools with pathways to research best practices and build our collective knowledge and imagination	Collection of best practices and potential collaboration with other pathways schools
\$5,000	Investigation and possible development and pilot of advisory curriculum to support pathways	All students and teachers experience 1-2 week units around pathways in advisory period.

\$10,000*	Staffing for afterschool coding pilot program	Pilot coding program that could scale to more/all students
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**if additional funds are available and pending research*

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Arts and Technology Pilot Work for the 15-16 School Year

We plan to pilot an additional course in Advanced Digital Media Arts to support our growth in **Arts & Technology**. Will Hammond will teach this course and a portion of his salary, as part of a pilot, is accounted for in this budget. He has done previous work at Mission High both around both technology and arts (film) pathways. In order to fully support this course, we would like to add 35 new iMac desktop computers to an existing computer lab with computers dating back to 2009. We plan to equip these computers with the latest professional software to support student skill development in technology and digital-arts under the leadership of our new Digital Media Arts teacher. Additionally, we will explore using the lab to pilot a coding afterschool program (see above).

Budget	2015-16 Planned Activity	Anticipated Outcome
\$15,000	0.4 of salary & benefits for Advanced Digital Media Arts Teacher to pilot an Upper Division course at Envision Academy	Additional course offerings for technology and arts pathways
\$50,000*	A new Mac Lab to be able to host the pilot Advanced Digital Media Arts pathway course	30 new Mac desktop computers and digital media arts software

**this amount is greater than the Measure N budget allows; based on site funding availability and the Measure N grant, we will fund as many Macs for the lab as possible.*

3. Program of Study

Current Programmatic Narrative Based on Rubric

We plan to use the design year as an opportunity to gather insights and input from students, teachers, community, and industry. We anticipate dedicating time to “career treks” where we will visit companies/organizations aligned with our three pathways. We would like to take students on field trips to businesses, nonprofits, and universities to get student feedback around our design team plan.

Beyond the actions above, we plan to explore opportunities to integrate technical and academic coursework through the planning and design process.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$0	Research and Planning	Gather input from student, teachers, and community
\$2,200	Career Trek Excursions – Trips to businesses and organizations in the Bay Area	Insight into industry along the three pathways
\$50,000*	Purchase 35 new iMacs for Advanced Digital Media Arts, after-school coding program.	Student access to professional-grade software and computing
\$2,000*	Supplies and software for after-school coding	Pilot coding program, aligned with

	<i>program</i>	<i>Tech pathway</i>
\$12,000*	<i>Student field trips to industry / organizations / universities</i>	<i>Leverage student insight and input for design process</i>

**if additional funds are available*

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>We plan to redesign and expand our current Work Learning Experience program to improve student placements and add rigor to their projects. Our intent is to create a system that would support a more robust work-based learning program across all grades. Budgeted costs include the staffing, materials, and software to build this system and to drive our redesign of WLE.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$10,000 + \$10,000*	Expanded WLE	Improved quality of placements and projects and increased

**if additional funds are available*

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>This will be a focus area for the design team where the counselor will take a leading role in analyzing our strengths and weakness in terms of personalized academic, social and emotional support. The goal will be to incorporate this research in our recommendation for our three-year plan.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$0	Research and Planning	Recommendations for three-year plan around personalized academic, social, and emotional support services.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	Fremont High School	Principal	Emiliano Sanchez
Pathway Industry Areas:	1) Global Studies and Public Service 2) Digital Media & Technology 3) Engineering and Architectural Design and 4) Science, Health, Forensics	Principal Phone:	510.434.5257
School Address	4610 Foothill Blvd.	Principal Email:	Emiliano.Sanchez@ousd
School Phone	510.434.5257	School Fax:	510.434.5243
2015-16 Enrollment (9-12)	813	Anticipated Grant* (\$200) x enrollment.	\$162,600

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
457	356	89%	5.7%	11.5%	36.8%	99%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
211	5	53	485	5	35	10	

Planning Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Emiliano Sanchez	Principal
Johanna Paraiso/Nidya Baez	Design Team Co-Leads
Patricia Arabia	Director of Mandela Law and Public Service Academy -- Global Studies and Public Service Pathway
Lisa Shafer and Jasmene Miranda	Co- Directors of Media Academy -- Digital Media & Technology Pathway
Phong Hoang/Andrew Prober Christie Blakley/Ji Lee	Co- Directors of Architecture Academy -- Engineering & Architectural Design Pathway Teacher Leaders

School Vision:

Fremont’s mission is to provide our diverse community with rigorous education that instills creativity, critical thinking and technological skills so that our students enjoy a rich intellectual life and are ready for the colleges and careers of their choice. Students will develop their skills through flexible pathways utilizing design thinking in Digital Media and Technology, Engineering and Architectural Design, Science, Health, Forensics and Global Studies and Public Service, by engaging in project based and blended learning, and using peer teaching to develop leadership.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Fremont HS is in transition and is waiting for approval of its proposal by OUSD district officials and the School Board in order to become the Innovation School of Oakland. Given that, rather than concentrate on what the school does well now, we feel it is important to focus on the future and share key components of the proposal. The Measure N funds are critical for implementation of our new school vision. It is also important to note that Fremont has three strong academies and has a history of dedication and commitment to the Linked Learning model. Having students in internships, enrolled in career tech classes and doing projects based on career-tech explorations are all part of the current fabric of the school.

The new school Design Proposal was written with the four core components of Linked Learning pillars in mind: rigorous academics, real-world technical skills, work-based learning and personalized supports. The

proposal also has a specific goal to substantially improve parent involvement in the school. In the spring engagements this spring, parents and students were very intentional in stating that they wanted additional work-based learning opportunities and highly engaging classes. Furthermore parents and students demand access to exciting internships in real-world work-based environments. Finally the structure of the school is such that all students will be in small learning communities which will hold robust advisory classes to further the personalized supports at the school.

Going forward, our school seeks to be a beacon in the Fruitvale community that inspires all students to graduate prepared for college, career and community. We expect our students to make a positive impact on the community, their career and in college. The following elements were detailed in the proposal:

- Literacy strategies and Learning Targets will be integrated throughout the curriculum to support all students, including the large number of ELL students, to be fully prepared for college and 21st century careers. These strategies will be employed using brain compatible techniques.
- The school will integrate technology throughout the school, so that students graduate with state of the art skills in coding, presentation skills, software utilization and keyboarding. Robotics will be included in the expanded Engineering and Architectural Design Pathway.
- Design Thinking will be key to creating lessons that are innovative, collaborative, creative and place responsibility in the hands of students.
- The school will operate from a growth mindset, rather than a fixed mindset and expect students to persist in their efforts, learn from mistakes and embrace challenges.
- Project-based learning--already a strong element in the academies will be developed more widely through professional development scheduled for this summer (2015) through the Buck Institute.
- Fremont HS has a legacy of small schools. There are many teachers on campus that welcome a collaborative professional culture. The new school will take this legacy forward and create small learning communities (SLC's) within the school. These will include a 9th grade divided in "families" and 4 College-Career Pathways. There will also continue to be a Newcomer program on campus.
- The 9th grade students will all take a 9th grade course that will be a combination of business application/technology strands, study skills and AVID-like strategies and hands-on experiences with curriculum from all four of the Pathways, so that students can choose their Pathways in the spring from an informed and knowledgeable place. It will be essential work for the 2015-16 school year that this course be designed for all 9th graders.
- The Newcomer program (133 students scheduled now for 2015-16) is strong at Fremont HS. This program is expected to grow. The expectation is that newcomer students will spend approximately two years in the program before transitioning to a Pathway.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below.

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>2.5</i>	<i>Collaborative Learning</i>	<i>1</i>
<i>Distributed Leadership</i>	<i>2.5</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>

<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>2</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Diverse Student Representation</i>	<i>3.5</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>2</i>
<i>Pathway Theme</i>	<i>2</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>2.5</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the Measure N Initial Self-Assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains (Items 2-4 below) identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Essentially, Fremont HS has already formed a Design Team and has written a proposal to reinvent the school. The vision stated above came from a rigorous community engagement process as part of the proposal writing process. The proposal includes a site-based governance body called the “The Innovation Team” which will oversee the implementation of the plan as the school begins to implement next fall. The full 3-year plan for Measure N will be the responsibility of this group. The Innovation Team is a group with representatives from key constituencies on the campus, including teachers, parents and students. Key business partners who represent each Pathway will be added to the group in order to fully represent stakeholders. The principal will be a key member of the Innovation Team.

The budget for this Measure N proposal has been divided among the 3 current academies (\$30,000 each) and their plans are below. The rest of the money is being reserved for the work of redesigning the school. This means that we are prioritizing the 9th grade planning, the build-out of the 4th new Pathway (Science, Health, Forensics), site-based governance and the Newcomer program.

Self Assessment: (2) Mission and Vision

“ The pathway team is beginning to design a mission and vision for the school and pathway.” The Mission and vision may be outdated and lack relevancy for the current program.”

Reflection: Because the school is changing, missions and visions for each pathway will be updated. There are presently 3 Academies that will exist within 3 of the 4 Pathways in the new school design. The 3 academies were based in the three small schools that used to be on the Fremont campus. The redesign takes this notion of personalized learning and creates tight small learning communities across the campus. As mentioned, students will be in nested first in a 9th grade “family”, and then will choose a first, second and third choice for a Pathway. (We will protect student choice as much as possible but Pathways will also be balanced to preserve diversity and to reflect the demographics of the school). Currently, we are very deliberate with the demographic distribution of the students into the different academies on the Fremont campus, to ensure both choice and equity within the pathways.

The 3 current academies will be under the broader umbrellas of: Engineering and Architectural Design (Architecture Academy), Digital Media and Technology (Media), and Global Studies and Public Service (Mandela Law and Public Service Academy). The 4th pathway: Science, Health, Forensics will be developed over the course of the planning year 2015-16. It is important to note that these Pathways were chosen only after extensive engagement with the community this past spring. There is high interest among students and parents in these topics and it is now the work of the school community to bring these new Pathways to full fruition. However, please note that the new school is scheduled to open in the fall of 2016 and thus the new Science, Health, Forensics Pathway will not begin until the fall of 2017 with a 10th grade class.

Fremont’s present master schedule impacts the ability of the teams to continue to develop and manage the pathways during the instructional day. It is necessary for teams to meet during after hours or during lunch. Therefore, it will be important to include additional support for planning time for Academy and Pathway teams for the school year 2015-16. It will also be part of the work of the school next year to redesign the master schedule to better support collaborative planning within each Pathway. Finally, the Newcomer program is a valued part of the high school. This program will continue and students will have the opportunity to choose their Pathways, once their English language skills have developed.

Self Assessment (2.5) Leadership Configuration

“ Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content.”

Reflection: As mentioned above, because of the history of small schools at Fremont, there is fairly strong identification of teachers with their academies. However, we cannot assess ourselves fully at a # 3 because the school is in transition and some teacher roles will change. There is also one Pathway that will require teacher leadership (Science, Health, Forensics) in order to be developed over the next couple of years. In addition, as many of the students in our community choose to attend other high schools, we need to strengthen and broaden our recruitment efforts with the middle school students and their parents. We made major inroads this spring in meeting with middle school parents and intend to make that a major focus next year.

Self Assessment (2.5) Distributed Leadership

“ Pathway staff, school and district leaders, and partners: collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.”

Reflection: Our program needs to be strengthened and promoted better within our community. We must work to improve academic achievement in the school by working to ensure that our pathways provide our students with rigorous and relevant education that prepares them for the 21st century jobs and careers.

This alone will not be enough as we need to work closer with our feeder schools to expose the students to the pathway curriculum. We must work to develop curriculum that our teacher leaders can go and showcase with the middle school students so that they see our school as a viable option. Our plan is to work much more closely with our feeder schools in the coming years. We included 3 parents from feeder schools on our Proposal Writing Team and intend to keep these relationships going forward.

Self Assessment (3) Open Access and Equitable Opportunity

“ Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history. Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest. Uses diversity as a core principle underlying recruitment efforts with middle school students.”

Reflection: We have worked hard to improve our admissions process to make sure that students have equitable access to the academies at Fremont HS. This effort will continue. All students who attend the school are enrolled in an academy. The new school design will keep this design, so all students belong to an academy. Recruitment of middle school students will be a key focus of the work next year.

Self assessment (3.5) Diverse Student Representation

“ The pathway’s admission processes and practices: Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.”

Reflection: The current academies at Fremont are balanced by ethnicity and Special Ed students. However, the Newcomer program, which was started within the old College Prep and Architecture Academy (CPAA) is housed within the Architecture Academy. In the new school design, the Newcomer program will be its own strand and students will transition to the Pathway of their choice after approximately two years in the program.

Self assessment (2) Closing the Opportunity Gap

“ Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education (SIFE) and Foster Youth are integrated into some pathway elements but not all elements.”

Reflection:As noted above, students are distributed across the academies in a fairly equitable manner. However, the new school design calls for a more full-inclusion model for Special Education students, so that is an area to improve and Newcomer students and SIFE students will be integrated as soon as their English proficiency allows. Pathway teachers will be trained in sheltered English strategies to expedite that transition. Foster Youth are in all academies presently and we would expect that to continue, as are Latino and African American males.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$15,000 (Extended Contracts)	Support teachers in their extra planning time to develop our new vision, missions for the new, extended pathways and develop the 9th grade course.	Plans for the 4 new Pathways are solidified and the school is prepared to open a larger 9th grade in 2016. The mission fully aligns with all aspects of the Pathways and clear strategies have been adopted to implement.
\$7,000	Hire a leadership coach for the new transformational principal and to assist with formation of the site-based governance team. Additionally this person will create a recruitment plan for the feeder schools in order to grow the 9th grade for 2016-17.	The overall design team is supported to get off to a good start as plans for a new school take shape. The new principal is supported to bring the vision to fruition and provided reflective space and feedback in the process. A plan is in place to improve communication and recruitment to new students and their parents.
\$500	Refreshments for the Innovation Team Meetings	To support attendance from parents, industry partners and to create community partners.
\$2,600	Support teachers in the Newcomer program to include curriculum related to the 4 Pathways	Newcomer students are included in the efforts to improve their access to all Pathways.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

This area is of critical importance to the future of the school and more importantly to the education of the students who attend Fremont now and in the future. Our Design Proposal highlights the following areas as needing to be developed in order to provide students with rigorous and challenging academics: Project-based learning, Linked Learning Pathways—Career Technical Education, Literacy Strategies, Design Thinking, Learning Targets, Common Core ELA and Math, Technology, Blended Learning, Advanced Placement and Concurrent Enrollment. All are described in the proposal.

Self Assessment: (2) Rigorous, Relevant and Integrated

“ Some pathway teaching and learning involves: Student-centered, research-based instructional and learning strategies, Standards-based, project or problem based learning that: integrates academic and technical content, aligns with the pathway theme, involves critical thinking, problem solving and production of products and services.”

Reflection: Because of the history of small schools at Fremont, there are teachers that developed a collaborative stance in terms of working with others to design and implement student-centered, research-based project or problem-based learning. However, it is critical that all teachers have access to professional development to further their learning and understanding around how to create projects that are both rigorous and engaging. The Buck Institute will be conducting a summer training for Fremont’s teachers, but not all will be able to attend. Nevertheless, it is an important start to this work. Additional PD will be necessary going forward.

Self Assessment: (1) Collaborative Learning

“ Some Pathway teachers: Provide daily opportunities for students to work in heterogeneous pairs or groups.”

Reflection: There are a number of veteran teachers at Fremont who are versed in creating engaging group work for students. There are also new teachers at the school who need additional support in this area.

Self Assessment: (2) Teacher Shared Best Practice

“ Most Pathway teachers share lessons, resources and best practices to improve their instructional practice.”

Reflection: The veteran teachers share ideas, lessons and resources. New teachers may not be as connected. This is an area that will be developed. The proposal addresses the issue of new teachers and how to support them and connect them to the work that has been done by veterans at the school.

Self Assessment: (2) Teacher Collaboration Time

“Most Pathway teachers meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time.”

Reflection: Fremont teachers have experience working in academies and all are connected to them. However, again, not all teachers meet to create integrated projects. It is an area of growth for the school. Those who are veterans of the small schools have more experience working collaboratively with their colleagues.

Self Assessment: (2) Teacher Professional Learning

“Pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement. Some teachers share best practices, lessons, and resources to improve instructional practice. Some teachers engage industry partners in PDs that focus on project design and assessment with a focus on application of academic content within the industry context.

Pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway. District PD is not competitive but complementary.”

Reflection: As the new design of the school includes expansion of 3 academies into broader Pathways and the development of a new Pathway, there will have to be time set aside for teachers to develop their Pathways in collaboration with district and business partners.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$15,000.00	Professional Development for teachers around: creating rigorous and engaging interdisciplinary projects using design principles and technology. Literacy Strategies in all content areas and Learning Targets will also be topics of PD. With the numbers of English Language Learners on the	Students will be more engaged and excited about classwork and will have more voice in pursuing their own research interests.

	<p>campus (and long-term ELL's) integrating Literacy Strategies is required.</p> <p>Teachers, especially new teachers, will be provided with additional coaching to assist them in developing academic discourse and group strategies in their classrooms.</p>	<p>New teachers will be supported to provide the rigorous and engaging classes that are necessary for all students.</p>
<p>\$3,000 (\$1,000 per academy)</p>	<p>Stipend for one teacher in each of the current academies to take responsibility for and follow up with each new teacher in their academy regarding classroom practice and support. They will put together a plan so that each new teacher has a veteran "buddy" to assist them.</p>	<p>New teachers will have the support necessary to teach students well and will therefore, be stronger teachers and make the decision to stay longer at the school and in the field.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric

The program of study at Fremont has been based on academies and work based learning for a generation. That said, there is much work to be done to bring the subjects of the Pathways into the 21st century and make them more responsive to what the community and industry wants and needs. In addition there is work to be done to increase the overall academic rigor of all classes.

Self Assessment: (2) Pathway Theme

"Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district. Has been selected by a team that includes students, teachers, industry partners, and district support personnel."

Reflection: The Pathway foci have been selected based on strong community engagement which was conducted this spring with a wide variety of people. There is intense community interest in the Science, Health, Forensics Pathway, which being new does not currently have teachers with expertise on campus. This Pathway will have to be developed. There is teacher expertise in the other Pathways.

Self Assessment: (2) Integrated Core

"Integrates some technical and academic coursework across subject areas at each grade level
Is aligned to grade- level academic and CTE standards."

Reflection: The new design for Innovation School of Oakland includes creating academically challenging technical sequences where students, where feasible, can earn certificates that will hold value in the outside world of work. It is also important to note that Fremont had two Peralta College courses held on their campus this past school year (14-15). The aim is to increase concurrent enrollment opportunities for students so that they both increase their access to college credit and to career technical education.

Self Assessment: (2.5) Cohort Scheduling

"Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects. May allow pathway teacher teams to have common preparation time. Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects."

Reflection:

It will be imperative that a master schedule be carefully built for the 2016-17 school year that increases collaborative opportunities for teachers. As it stands now, there is variation in which teachers have better

access to collaborate across the academies and which ones do not. A strong master schedule is an important task for the 2015-16 school year.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$ 9,000	Substitute Budget to allow teachers planning time. The 9th grade teachers must be a priority in the 2015-16 school year, in order to carefully plan for an expanded 9th grade in the 2016-17 school year.	A new course for 9th graders will be developed by teachers, advisory curriculum will be developed for 9th grade students and 9th grade teachers will visit feeder schools.
\$2,500	Development of a fully collaborative master schedule so teachers within all small learning communities will have the collaborative time necessary to develop their leadership skills.	The master schedule for 2016-17 reflects the plans for 4 Pathways, SLC's in the 9th grade and a Newcomer program according to the Design Proposal.
\$5,000	This item is for substitutes and/or travel. Teachers will visit schools to experience how other schools are developing Pathways and integrating career technical education.	Pathways will be developed based on models of excellent work in other district schools and other districts.

4. *Work-based Learning*

Current Programmatic Narrative Based on Rubric

The leadership at Fremont HS (including academy and teacher leaders in general) are committed to developing authentic, experiential work-based learning opportunities for every student. The school currently has some students involved in internships and the ECCCO Program (through the district). However, it is in the new school proposal that all students have work based learning experiences by the end of their 12th grade in high school.

Self Assessment (2) Types of Student Experiences

“Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation. Has a plan of sequenced WBL experiences. Has WBL opportunities at each of the pathway's grade levels for all students’.

Reflection:

This is an area which requires growth, but the commitment to Work-based learning is there. Once the school has grown larger and is on its way, an on-site Internship Coordinator will be essential. Pathway leads will need to develop their ties to industry partners to enable teachers to have experiences with current industry practice in order to integrate these into class curriculum. This area must be prioritized. Eventually, the school will need to have (even if it means fundraising for) an Internship Coordinator who can assist classroom teachers and academy directors with building out work-based learning experiences for students where they can travel off campus. Developing industry partners is clearly a necessary piece of this. Additionally, it is going to be important to develop work-based learning opportunities for 9th graders, which will be more in the realm of job shadowing or field trips. Developing curriculum where work-based learning ideas and information is integrated into the school will be an on-going effort at all grade levels.

Self Assessment (1) Work-Based Learning Pathway Outcomes

“Is creating a plan and timetable to begin developing WBL experiences across grade levels”

Reflection

Since the Pathways are a key part of the Fremont Design Proposal, creating a plan for the new, expanded Pathways is a requirement. Planning time will be necessary to build this out.

Self Assessment (1) Work-Based Learning Pathway Evaluation

“Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences.”

Reflection: Evaluating work in progress is an essential component of making this entire effort successful. The Fremont faculty is dedicated to improving this component.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000	Time to plan both the 9th grade work-based learning opportunities for 2016-17 and the expanded pathways	9th graders have work-based learning opportunities as well as the older students as the Pathways expand.

5. Personalized academic, social, and emotional support services.**Current Programmatic Narrative Based on Rubric**

The proposal for the Innovation School of Oakland has clear components to address student support services in the area of academic, social and emotional services. The overall structure of the SLC’s is first and foremost a structure to increase personalization for students. The goal is for students to attend a comprehensive high school (Innovation School of Oakland), but still be well known to a group of teachers. Secondly, through the development of a strong Advisory program and by training staff in Cultural Competency and Restorative Justice practices, the overall culture of the school will be enhanced.

From the Proposal:

Advisory Curriculum will be developed to sustain and support all teachers to hold their students in caring and invigorating Advisory classes. Advisory will be a place which connects students to the school through social and emotional curriculum, transcript and college information, CAHSEE prep and academic support and a place where students will have time to read and develop their skills. Advisory will be organized into 9th grade and then mixed grade 10-12 within Pathways. Students will be encouraged to have a strong voice in Advisory curriculum.

Cultural Competency will also be a theme throughout the school, in order to develop cultural sensitivities among students and staff. The cultural heritages of the students and communities will be celebrated and studied. Presently there is an Ethnic Studies course on the campus through concurrent enrollment. This will be expanded in the 2015-16 school year to include an Ethnic Studies and African-American Studies courses. Eventually, the goal will be to have an Ethnic Studies course that all students take during their four years at the school. In addition, as mentioned above, teachers will learn culturally responsive pedagogies, in order to create lessons that stimulate, motivate and encourage students in their learning.

Self Assessment: (2) Support of Student Needs

“The pathway team: Assumes collective responsibility for getting to know all pathway students. Collaborates to identify student academic, personal, and socio- emotional needs. Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students. Communicates with families regarding the interventions provided to students.”

Reflection: The role of developing collective responsibility for student needs will be held within the Advisory program which will include students in grades 10-12 within the Pathways. It will be key work in the next two years for the staff to carefully build out the advisory curriculum.

Self Assessment (2) College and Career Plan

“Collaborates with counselors to support students in developing and implementing individualized college and career plans. Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options. Provides or arranges several college and career exploration activities per year.”

Reflection: The College and Career Plans will be built through the Advisory program. However, it is the aspiration of the proposal writers that the new school will have a 9th grade that is big enough (it needs to be doubled in size) to support a counselor that will be solely dedicated to the 9th graders. We want 9th graders to be well schooled in understanding graduation requirements, “a-g” requirements, transcripts and credit accrual. These items will be taught through the 9th grade Advisory, but will also be reinforced through a 9th grade counselor.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000	Teacher extended contracts for planning time for Advisory Curriculum for the 9th grade for the 16-17 school year.	Students will receive the academic, social and emotional support they need to do well in high school.
\$4,000	Teacher planning time for Pathway Advisories starting in the 2016-17 school year.	Students will receive the academic, social and emotional support they need to do well in high school.

Pathway: Global Studies & Public Service Pathway

Pathway Title:	Mandela Law and Public Service	Pathway Teacher Leads:	Patricia Arabia, John Nepomuceno, Agnes Zapata, Richard Charlesworth, Sandy Tu, Khanh Nguyen
Industry Areas:	Law, Government and Public Service	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	Patricia.Arabia@ousd.k12.ca.us	Pathway Lead Phone:	510-207-2447
Pathway 2015-16 Enrollment (9-12)	150 (10-12)	Anticipated Grant* (\$200) x enrollment.	\$30,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
72	66	80%	7%	9%	26%	100%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
45	2	111	72	4	7	0	1

Pathway Vision:

Mandela Law & Public Service Academy seeks to provide every Oakland student the opportunity to engage in and succeed in the academic and practical foundations of law and public service and through consistent engagement with rigorous academics, respect for diverse points of view and work based learning experiences, Mandela students become active, articulate, compassionate, critical thinkers skilled to confront injustice and to succeed in the future they choose in college, careers, and community.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Mandela Law & Public Service Academy signature practices:

- Problem based learning with a focus on law and government and public service career skills by working backwards from the senior capstone project in all pathway content areas in the 10th and 11th grade. Each grade has a culminating project:
 - 10th graders research, debate and prepare a Position Paper for, host and participate in a Model UN simulation; solution building around the problem of climate change (this integrates with 10th grade science and World History.);
 - 11th graders research and write a Brief on California water issues and present local demands to law-makers in Sacramento, (this corroborates with Mandela's partnership and internship with Assemblymember Bonta's office and the Friends of the River Partnership with Rose Environmental Law Foundation.);
 - All Core teachers and CTE teachers collaborate on their academic Units to share skills and curricular concepts and vocabulary that support the Pathway dedication to building rigor in literacy, science, math and promotion of justice skills. For example, the 11th grade English teacher and the US History teacher share their Jim Crow unit and the reading of Their Eyes Were Watching God. All Pathway students know and expect that their teachers meet regularly to share each student's academic work and progress to graduation and focus on ways to promote the student's progress, engagement and graduation.
- To focus on literacy skills listed by the American Bar Association and now by the Common Core standards: critical reading of complex text and problem solving through research, Mandela's CTE teachers require silent reading of complex texts in law and government and public service 15 to 20 minutes per CTE class period. All Pathway core teachers hold students to high literacy expectations and to the shared Pathway strategies used to read complex text, such as "Talk to the Text."
- To focus students on all career choice and career readiness in skills such as task organization, task and document and time management and communication skills needed in elections and in promotion of justice, Mandela requires a commitment that every rising senior have the opportunity to work as a paid intern in the Pathway industry. In addition, Mandela is committed to a job shadow and Pathway graduate school trip each year for 100% of the Sophomore and Junior class. All Juniors meet in a Mentor Circle with Stanford Law students and the OPD and the City Attorney's office.
- As to student rituals and experiences, the Mandela Pathway is named for Nelson Mandela; Mandela was an attorney, a public service activist and forced to live as an outsider in his own land (his mother could not pronounce the Anglicized name forced on him.) It is his passion for equal access and equal protection and for rigor and community and his success in using democracy to fight against injustice that guides the heart of Mandela Law and Public Service Academy. We have a tradition of the elder class members assembling at least 3 times a year, early in the year and then for recruitment in the late winter and finally at an end of the year celebration to inspire their younger classmates to academic success and to instill a passion in our Pathway for community service. Students wear Academy vests with the whole world set on a scale of justice in the whole school colors to declare our loyalty to our school and global community and to declare our professionalism when we appear at Law schools and law offices, at the Courts and at the California State Assembly. Students are celebrated and awarded student of the month gifts for discipline in academics and collaborative hard work and once a year awarded the Mandela Award for achievement in service to our community.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Patricia Arabia	Director/coordinator, CTE instructor in Law and research, 10th and 11th grade sequence.

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	3	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	3	<i>Collaborative Learning</i>	1
<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	3
<i>Open Access & Equitable Opp.</i>	2.5	<i>Teacher Professional Learning</i>	2.5
<i>Diverse Student Representation</i>	4	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2.5
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	3	Work Based Learning	
<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	3	<i>WBL Pathway Outcomes</i>	2
		<i>WBL Pathway Evaluation</i>	3

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.

5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

This domain is important, but given the limited amount of funding, the Mandela Law and Public Service Academy prioritizes: 1. those domains it determines are student outcome centered and 2. those domains the Pathway teachers can improve on their own power.

For Mandela, the toughest category in Domain #1 is “distributive leadership” defined by the rubric as: “Pathway staff, school and district leaders and partners: collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.”

Mandela does not require additional funding for this to happen. What is necessary is that the district must make a decision as to the administrative team on the Fremont school site. We need strong leadership and stability within the administrative team to support our efforts. We also need the district to follow up on its state mandated obligations, so that our coordinator has her conference time paid for. And finally, we need district support in rebuilding the site so that enrollment will increase, which will secure the health of our academy. Please note that we fully support the new redesign proposal.

In the other two categories, Mandela has been meeting and advancing the requirements on the rubric: Mandela’s vision states: “a concise reason for being and aims for rigorous standards” and Mandela pathway teachers share in “taking the lead on various aspects of pathway collaboration and priorities.” Certainly, the Mandela pathway staff need to continue to develop and grow in this area and so Mandela asks for a budget for time to meet and continue this work.

The 8 period day has been adopted by the Admin team and is used to allow the design and improvement of concurrent enrollment and the addition of design, art and technology curriculum. However, the 8 period day has caused an increase in teacher work hours for curriculum planning and student work assessment. These additional hours create increased teacher turnover as teachers find better support in schools outside the district. And the teachers who stay need to pull away from Pathway planning in order to keep up with the new curriculum demands of the 8 period day.

The Mandela teachers require a yearly retreat and other supportive meetings, in order to counteract the challenges of the 8 period day. Having enough collaborative planning time is critical.

Budget	2015-16 Planning Activities	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher \$1,700	The coordinator is fine with these meetings taking place at her house, so no facility cost is required. One Saturday per semester to avoid substitute costs and meet without interruption.	Pathway staff, school and district leaders and partners: <ol style="list-style-type: none"> 1. Each take responsibility for Mandela student outcomes and for a rigorous pathway program of study, and 2. operate as a team in all matters, meaning they are in constant communication; 3. are accountable for ensuring that necessary conditions are in place for successful pathway
Cost of meals \$500	What will be required for these “Domain 1” meetings will be meals and stipends so that Pathway teachers may meet and “manage upward” for more alignment of district policies and practices that support Pathway quality. The agenda for these twice yearly meetings will also include:	

	<ol style="list-style-type: none"> 1. revisiting Pathway mission and vision so they are better aligned with OUSD graduate profile and industry standards, and Pathway program of study, 2. analysis of how and creating a plan to involve Industry partners in this process, 3. a consistent revisit of and support of capstone year curriculum and whole pathway curriculum rigor; this includes at least one share and assessment of implications for teaching of student work at the meeting, 4. analysis of how and a plan to collaboratively develop and support with feedback and assessment systems of teacher community of practice and leadership distribution. 5. Plan the expansion into Global Studies and Public Service 	<p>vision and mission implementation.</p>
<p>Non teaching hourly rate or stipend of \$1000 per teacher for 2 day retreat</p> <p>\$1700</p>	<p>(Note the yearly retreat information is repeated here and in Domain 3 as it supports both Domain 1 and Domain 3)</p> <p>Stipends for Pathway teams to schedule a retreat that fits their personal life commitments and gives them time to find support and personal productivity in the Pathway structure.</p> <p>At the yearly retreat, Pathway staff will review the program of study, create the map of the year's Pathway pds, industry visits and videos, the 21st Century rigor pds, the family and social/emotional support pds.</p> <p>The Pathway staff will find the areas of Pathway growth and improvement that they are each strongest in and will commit for the year to those areas they enjoy being challenged in and will share data and student work and create new goals around successful student outcomes.</p> <p>Specifically, for the 2015-2016 year if the 8 period day remains, the retreat agenda will contain, in part, a support pd and reflection and mapping continued time throughout the year for pds and reflection at least three times during the year for teacher instructional and planning support around the 8 period day.</p>	<p>Each Pathway teacher creates and commits to a role for themselves in leading the Pathway.</p> <p>Each teacher identifies themselves as Pathway teachers who teach a specific content which increases the academic and community service rigor of the Pathway academics.</p> <p>Each member of the Pathway staff creates measureable goals and tasks for the year which support successful student outcomes and successful team building among the students, their families, industry partners and all Mandela staff; which teams focus on getting all students college, career and community ready.</p> <p>The entire staff creates a process to support every staff member throughout the year in Pathway vision and goals.</p>

2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Culminating projects are engaging the students but need to be reworked to have more academic rigor and to integrate 21st Century technology of the Global Studies and Public Service Pathway Industry.

Mandela staff have not been able to create enough time to analyze and create an inquiry circle around the data and student work from culminating projects and from all core courses. Teachers need a guiding coach to design a regular program of study of the data and the implications for teaching from the data. This includes a need for time for all teachers to meet and share the data and student work, the time to video lessons and to reflect as a team on the videos and then to draw up lessons and unit plans which build on the implications found in the videos and the data.

Mandela staff need specific industry related professional development to stay current with industry trends and technologies.

In addition, teachers need support from industry partners to bring relevance to their curriculum and to integrate CCSS (common core) and NGSS (science) in a way that is engaging to students and prepares students for the full continuum of work based learning experiences in the pathway.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>sub costs for 2 day per marking period</p> <p>\$1,250</p> <p>Extended contracts @\$23 per hour per teacher for second 6 hours per marking period stipends for coach from the industry and for video team</p> <p>\$1,250</p>	<p>For two days every Marking period, “rigor for the 21st century Pd” will be provided (by the leaders of the history DBQ project or from edda) and Industry partners contracted to provide “21st Century rigor” PD/training guidance at Pathway meetings.</p> <p>Agenda for these meetings twice a marking period will include:</p> <ul style="list-style-type: none"> ● study of pathway student work (specifically from culminating projects and then from all core courses) in order to design a plan from implications found in the student work/data, ● review of videos of lessons taught which integrate the findings from the above (#1) studies, ● review of videos of technology work of industry partners in their workplace and reflect on the implications for teaching in each of pathway core courses, ● design of rubrics and lesson plans to assess the students’ skills in technology tasks needed in the 21st Century industry work-places. 	<p>Rigorous PBLs in each grade level. PBL projects will integrate at least two content areas and include industry (law and public service) collaboration and feedback in the created curriculum.</p> <p>The result of these projects will be that students understand the connections and hold themselves to high academic standards in order to be ready for the well paid and competitive 21st Century jobs market in law and public service and in all careers and community readiness.</p> <p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their community of practice around the pathway mission for academic rigor and pathway student outcomes.</p> <p>Pathway teachers will gain knowledge in the latest technology and career practices in industry of law and public service.</p>

<p>PD and coordination of the visits to industry could be provided by LLO and by the Pathway coach</p> <p>Extended contracts @\$23 per hour per teacher for the twice yearly share outs</p> <p>\$1000</p>	<p>(Note the visits to Industry work-places for staff information is repeated here and in Domain 4 as it supports both Domain 2 and Domain 4)</p> <p>Conduct two 2 day PDs per year for Pathway teachers to go into the field to engage with industry and then 1 day pd twice a year for the Pathway teachers who visited industry to share and teach the findings they made on their visits.</p> <p>These twice yearly share outs will include time for the whole team to review the implications of the findings and to integrate them into pathway curriculum.</p>	<p>Pathway teachers will develop the tools to create projects and lessons anchored in the skills relevant to the pathway industry in the 21st Century and more fully integrate industry standards, relevance and context of social justice and public service in their curriculum.</p>
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3. Program of Study

Current Programmatic Narrative Based on Rubric

Mandela’s program of study needs to be reviewed with our community college partners to ensure successful postsecondary transition to those students who wish to continue to pursue a career related to law and public service.

The lack of whole school enrollment creates destructive competition for cohorts of students and equity of student data among the Pathways on campus and produces impossible quandaries for the master scheduling committee, rigorous sequences in the core courses are being sacrificed.

The question of scheduling AP courses within the program of study remains an issue with scheduling both common planning and student cohorts.

While site leadership has worked diligently to ensure common planning periods for pathway teachers they have been unable to ensure this for all teachers in the pathway. This creates a barrier to the integration of CTE and core as well as the integrated project based learning for pathway students.

The 8 period day has been adopted by the Admin team and is used to allow the design and improvement of concurrent enrollment and addition of design and art and technology curriculum. However, the 8 period day has caused an increase in teacher work hours for curriculum planning and student work assessment. These additional hours create increased teacher turnover as teachers find better support in schools outside the district. And the teachers who stay need to pull away from Pathway planning in order to keep up with the new curriculum demands of the 8 period day.

Budget	2015-16 Planned Activity	Anticipated Outcome
.17 fte \$14,500	Provide fte for a designated site person to manage creation of and implementation of and continuous improvement of early college credit courses and oversee and monitor student progress in early college courses	Designated fte to on site personnel to monitor student progress in early college courses and ensure students receive credit of courses and GPA bumps for UC approved courses on OUSD transcripts
Hourly non teaching rate/stipend/or sub costs See above	Provide release time for Pathway teachers and community college teachers to collaborate on early college/dual enrollment courses aligned to program of study	OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the Pathway program of study and career theme of law and public service. They will align course objectives and Pathway student learning outcomes to create a transition to post-secondary.
Non teaching hourly rate or stipend of \$1000 per teacher for 2 day retreat Cost of facility. Cost of meals. (*For Cost See Above)	<p>(Note the yearly retreat information is repeated here and in Domain 1 as it supports both Domain 1 and Domain 3)</p> <p>Stipends for Pathway teams to schedule a retreat that fits their personal life commitments and gives them time to find support and personal productivity in the Pathway structure.</p> <p>At the yearly retreat, Pathway staff will review the program of study, create the map of the year's Pathway pds, industry visits and videos, the 21st Century rigor pds, the family and social/emotional support pds.</p> <p>The Pathway staff will find the areas of Pathway growth and improvement that they are each strongest in and will commit for the year to those areas they enjoy being challenged in and will share data and student work and create new goals around successful student outcomes.</p> <p>Specifically, for the 2015-2016 year if the 8 period day remains, the retreat agenda will contain, in part, a support pd and reflection and mapping continued time throughout the year for PDs and reflection at least three times during the year for teacher instructional and planning support around the 8 period day.</p>	<p>Each Pathway teacher creates and commits to a role for themselves in leading the Pathway.</p> <p>Each teacher identifies themselves as Pathway teachers who teach a specific content which increases the academic and community service rigor of the Pathway academics.</p> <p>Each member of the Pathway staff creates measureable goals and tasks for the year which support successful student outcomes and successful team building among the students, their families, industry partners and all Mandela staff; which teams focus on getting all students college, career and community ready.</p> <p>The entire staff creates a process to support every staff member throughout the year in Pathway vision and goals.</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Students need to experience WBL in a more integrated industry focused way. In particular the Mentor Circles need to be integrated in a routine of at least 3 visits per year. The California Bar Association and the OPD and the LLO liaison are ready and willing to help if someone on site can be supported to put the time into making this happen.

Rigor, reflection and performance assessments need to be built around pathway WBL.

Pathway teams need additional support from LLO to develop systems of support for students to be prepared, matched, placed and managed through WBL experiences.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>PD and coordination of the visits to industry could be provided by LLO and by the Pathway coach</p> <p>Extended contracts @\$23 per hour per teacher for the twice yearly share outs For Costs See Above</p>	<p>(Note the visits to Industry work-places for staff information is repeated here and in Domain 2 as it supports both Domain 2 and Domain 4)</p> <p>Conduct two 2 day PDs per year for Pathway teachers to go into the field to engage with industry and then 1 day pd twice a year for the Pathway teachers who visited industry to share and teach the findings regarding WBL they made on their visits.</p> <p>These twice yearly share outs will include time for the whole team to review the implications of the findings and to integrate them into pathway curriculum.</p>	<p>Pathway teachers will develop the tools to create projects and WBL lessons anchored in the skills relevant to the pathway industry in the 21st Century and more fully integrate industry standards, relevance and context of social justice and public service in their curriculum.</p>
<p>.17 fte</p> <p>(Costs see above)</p> <p>materials for mentor circle manuals, for the activities in mentor circles</p> <p>Extended contracts</p>	<ol style="list-style-type: none"> 1. Provide fte for designated site person to coordinate efforts of CTE specialist and Director and California Bar Association and OPD and AS to create and routinize a 3 times a year mentor circle for 100% of all juniors with industry partner/mentors. 2. WBL case management and support for students is aligned and supported in coordination and collaboration with Pathway teachers. 3. Pathway teachers collaborate closely with industry partners through Pathway Advisory Board in law and public service. 	<p>Three 1 hour meetings between Mentors from the Industry of law and public service to share WBL experiences and ways to graduate and be successful in career, college and community.</p> <p>Partnerships with members in the Industry to create more internship possibilities for all Pathway students.</p> <p>Support for social/emotional goals of students.</p>

<p>@\$23 per hour per teacher</p>		<p>Students are directed, matched, supported, and prepared for challenging WBL experiences. Students experience a coherent, sequenced CTE standards based project that includes a rigorous work based component.</p> <p>Pathway teams attend 2 Industry Advisory board meetings with support from LLO .</p> <p>Industry informs in writing and through active collaboration the Pathway outcomes, WBL sequence and enhancements of the Pathway program.</p>
<p>Bus passes and Clipper passes for each student who lands an internship or job shadow opportunity \$600</p>	<p>Students do not have the ready cash for transportation to Industry offices.</p>	<p>More completed internship experiences and job shadow trips.</p>
<p>Extended contracts @\$23 per hour per teacher \$1,000</p>	<p>Time for teachers to plan and implement developmentally appropriate and sequenced WBL opportunities for all students by grade that include school year and summer opportunities.</p>	<p>Students experience at each grade level 1 to 6 high quality integrated WBL experiences and graduate with 21st Century skills and social and emotional skills that inform their personalized career, college and community plan.</p> <p>Each student builds a resume and experiences mock interviews.</p>
<p>N/A</p>	<p>Provide office space for on-site full time CTE specialist and LL Pathway coach and facilitate meeting schedule with Pathway teams.</p>	<p>CTE specialist and Pathway coach are able to serve Pathway teams effectively to increase integrated WBL opportunities and active industry partnerships .</p>
	<p>Plan with LLO for funding and training FTE for a 2016 to 2017 Work Experience course for</p>	<p>Hire FTE for WEE course in master schedule. Increase the number of</p>

	<p>employed students to receive elective credit and manage school year internships for credit.</p> <p>Plan with LLO for internship stipend funding, transportation costs and support for student internships in 2016 to 2017</p>	<p>students who receive credit for being employed and placed in paid and unpaid school year internships.</p> <p>Budget Measure N funds for internship stipends and transportation costs for students.</p>
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5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>The Mandela teachers are committed to provide personalized academic, social and emotional support services to all our students.</p> <p>While we do a good job of knowing and caring for each of our pathway students, we do not have systems in place to ensure that we:</p> <p>support each and every student in the attainment of her/his academic/social emotional/career/community goals;</p> <p>check in with every student on a regular basis aligned with grading periods;</p> <p>have a system to regularly engage families in the education of and support of their students.</p> <ul style="list-style-type: none"> ● We know that the on campus College Center and the whole school College Counselor and Admin team work to meet with students about their graduation progress and college and career goals. However, these teams are strained and our students need more time and support in these tasks than they are currently receiving. ● We are invested in the ECCCO program, but need to do a better job of integrating ECCCO activities into our academic courses and into our students’ personal success plans. ● We know that our students are suffering constant trauma, through housing insecurity, violence against them or their friends, neglect, to name only some of the causes we see on a regular basis. The rubric refers to social/emotional needs and we request that a professional is hired to conduct home visits, to connect with family and to help us design a plan to support our students so they can compete and succeed. 		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$2000 stipend	Stipend for one teacher to take responsibility for review of each student’s transcript and creation of a success plan for each student.	Each student’s skills, strengths, challenges, aspirations are known and responded to by Pathway teachers and staff and students and families in a responsible way.
Extended contracts @\$23 per hour per teacher	<p>Develop a structure where each teacher in Pathway takes responsibility for and is paid the stipend to meet with students and their family twice a year to review transcript and plan.</p> <p>A separate stipend is required for a teacher to take responsibility for the design, coordinating,</p>	Each student’s skills, strengths, challenges, aspirations are known and responded to by Pathway teachers and staff and students and families in a responsible way.

	<p>calendar and monitoring of these twice a year meetings.</p>	
<p>Extended contracts @\$23.00 per hour per teacher</p>	<p>Work with LLO ECCCO coordinator and Pathway coach to better integrate ECCCO/WBL activities within core academic courses.</p>	<p>One integrated ECCCO/WBL activity/project per grade level in spring 2016.</p>
<p>\$2500 stipend</p>	<p>Stipend for teaching team of two teachers to design and implement (these teachers coach the CTE teacher, assess the student work, including individual success plans.) Advisory into CTE sequence.</p>	<p>Integrated Advisory unit into all Pathway CTE courses in three Marking periods in spring of 2016.</p>
<p>School contract for social/emotional health professional and Extended contract of @\$23.00 per hour per teacher for 2 teachers on emotional health support team \$1,000</p>	<p>Mental health/emotional health professional to be hourly contracted or stipended by district, perhaps from the Restorative Justice office and/or clinic to work with teachers to:</p> <ol style="list-style-type: none"> 1. conduct home visits, 2. to connect with family and 3. to help Pathway design a plan and Pathway emotional support structure to support our students' emotional needs so they can compete and succeed. <p>Such intervention and structure must also engage families, community and district services so it is a sustainable structure.</p> <p>First step will be meetings set up at least monthly with teacher team and emotional support professional Pathway leaders to set up regular meetings for team and then regular report outs to whole pathway.</p>	<p>Pathway uses data from professional and visits to begin to design a Pathway social/emotional support plan and structure that assures that Pathway staff and teachers are equipped to provide culturally responsive and timely interventions.</p> <p>The first year will be data collection of what works, what structure will integrate what works and a schedule for monitoring and feedback and reflection on the designed Pathway structure to support student emotional health and academic success.</p>

Pathway: Digital Media and Technology Pathway

Pathway Title:	Digital Media & Technology	Pathway Teacher Leads:	Lisa Shafer, 2014-15 Jasmene Miranda, 2015-16
Industry Areas:	Graphics & Animation, Film, Television, Journalism, Computer Programming, Web Design, Web Development, Radio Broadcasting	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	lisa.shafer@ousd.k12.ca.us jasmene.miranda@ousd.k12.ca.us	Pathway Lead Phone:	Shafer 510-759-7185 (cell)
Pathway 2015-16 Enrollment (9-12)	150 (10-12)	Anticipated Grant* (\$200) x enrollment.	\$30,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
77	70	87%	8%	11%	20%	97%

Pathway Ethnic Composition

African American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific Islander	Caucasian	Multiracial
61	1	12	64	1	8	0	0

Pathway Vision:

The Media Academy at Fremont High School is a Career Technical Education program that focuses on the mastery and manipulation of media and technology. The academy is guided by the belief that all young people should be given the knowledge, skills, and opportunity to inspire social change.

The goal of the Media Academy is to prepare students for college, career and community engagement by creating supportive partnerships amongst students, parents, staff, professionals and alumni. The academy is committed to providing students with opportunities to critically examine, and ultimately transform, their life

experiences. By developing the skills to critically analyze both society and self, students will be able to express their perspectives through the platform of media and emerging technology.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Media Academy strives to offer students frequent opportunities to produce work for an authentic audience and to allow them to reflect upon and then refine that work using authentic assessment. For example, students in video production courses broadcast news videos, films, public service announcements and other work on the academy’s YouTube channel. Students in the journalism production class publish newspapers that are distributed to the school community and post stories online on the newspaper’s online site. Many of the video and news pieces produced in these classes are picked up by O News or publications/websites but they are almost always viewed by significant numbers of students in Media Academy and the other SLCs at Fremont High. The year long senior research project requires students to engage in field research (focus groups, field observations, interviews and surveys) with the community to better understand a social equity problem students have identified and to test out the viability of the solution they have proposed. Students in ELA4 “go public” with almost all of their work, using Youth Voices, Google Docs, video and other digital tools. Five of the academy teachers are participants in the Educating for Democracy in a Digital Age program, which gives support to teachers on how to increase and improve civic engagement with students.

The Media Academy is increasingly using blended learning to increase student engagement and to differentiate instruction for students with a wide variety of skills, interests and needs. At least two of the academy teachers have gone paperless, using netbooks/Chromebooks daily. Juniors this year built digital portfolios, a practice we want to expand to all students. Students engage in academic discussions in every classroom and take leadership roles that mirror what industry professionals hold in various media fields. For example, student editors are responsible for running editorial meetings to discuss hot issues on campus and to decide what editorial stance the newspaper will take. Students engaged in project based learning mostly in their CTE courses, but also in economics and creative writing.

Media Academy, which has undergone the most change and staff turnover of any academy on the Fremont campus, still takes pride in establishing and continuing various rituals that help build student and staff morale and unity. For one, the academy continues to place great importance on providing students with positive incentives. Students on the honor roll receive T-Shirts and invitations to breakfasts, pizza parties and celebratory field trips. The Media Academy publishes an academy honor roll with students photographs to supplement the school-wide honor roll poster that originated at Media College Preparatory High School a decade ago. After a one-year hiatus, the decade-long tradition of creating professional quality posters that showcase seniors has returned. Each senior will have their portrait taken and will be able to add an inspirational quote to a large color poster that will adorn one of the Media Academy hallway walls for years to come. In addition, Media Academy holds dynamic awards assemblies in which students are honored for a variety of positive contributions to the academy (top attendance, concurrent enrollment, grade-level students of the semester, etc.) The assemblies also serve as a film festival for student produced work.

This year, a small but committed team of teachers met every week for 90 minutes of collaboration in order to improve curriculum, student support and college/career readiness. This same team went off campus for a December retreat to rewrite the academy’s mission and vision statement and to calendar positive events for

students for the rest of the year. The academy was able to offer a rich array of experiences for students including four college visits and three workplace exploration visits. Academy leads are striving to ensure that students participate in enriching programs during each summer and not just the summer before their senior year.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Lisa Shafer	2014-15 Academy Director
Jasmene Miranda	2015-16 Academy Director

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2.5	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	2	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	2	<i>Teacher Shared Best Practice</i>	1.5
Equity		<i>Teacher Collaboration Time</i>	2.5
<i>Open Access & Equitable Opp.</i>	3	<i>Teacher Professional Learning</i>	2
<i>Diverse Student Representation</i>	3	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	2	<i>Support of Student Needs</i>	2
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	3	Work Based Learning	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST describe the current programmatic narrative for EACH section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.**
3. **If the Planning Team for existing pathways would like to pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Pathway Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership/Vision” & “Equity”

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

The Media Academy core team spent a good part of a daylong retreat redefining the academy’s mission and vision, a statement that appears above. A few days later we learned that the school would be redesigned. Because of our uncertainty about the future of our academy, further work on making sure all teachers and stakeholders were driving their work towards this new vision was put on the backburner. However, now that we know that Media Academy will continue as part of an expanded pathway, we will be looking back to the vision to adjust it as needed and to start making sure it is at the heart of everything we do in our pathway and, most importantly, making sure it includes standards for pupil performance that are meaningful, measureable and attainable.

Pathway development and management are shared by the four main members of the pathway team; those teachers take the lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. However, teachers who are split into multiple pathways with shared collaboration time housed in another academy are less likely to take roles in managing and developing our pathway. Teachers split into multiple pathways may identify themselves more with the pathway with which they share built-in collaboration time, rather than as primarily a content specific teacher in a pathway.

Pathway staff and district leaders, and partners: Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation. It has been difficult to collaborate with administration to ensure necessary conditions are in place for successful program implementation as most meetings with administrator assigned to pathway have been cancelled by administrator this year.

The Media Academy has admission processes and practices that: ensure open access to students regardless of their prior academic achievement or background/history; are designed to ensure that students and their families can select the pathway based on informed choice and student interest; use diversity as a core principle underlying recruitment efforts with (9th graders); have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects (Fremont High general enrollment).

Specific subgroups (Special Education Students, English Learners) are integrated into some pathway elements (i.e. WBL) but not all elements. *Please note: this is not due to the pathway admissions processes and practices, but rather due to schoolwide decisions on SpEd and ELL placement and scheduling.* Other specific subgroups (African American and Latino males) are fully integrated into pathway elements.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>Extended contracts @ \$23 per hour per teacher \$1,700</p> <p>Cost of meals \$500</p>	<p>Facilities close to school.</p> <p>And, the disruption to student outcomes of lots of school day interruptions caused by State mandated teacher conferences and standardized testing make it more workable for the entire team that we commit to one Saturday retreat/meeting per semester. So sub costs are not needed either.</p> <p>What will be required for these “Domain 1” meetings will be meals and stipends so that Pathway teachers may meet and “manage upward” for more alignment of district policies and practices that support Pathway quality. The agenda for these twice yearly meetings will also include:</p> <p>revisiting Pathway mission and vision so they are better aligned with OUSD graduate profile and industry standards, and Pathway program of study,</p> <ol style="list-style-type: none"> 1. Analysis of how and creating a plan to involve Industry partners in this process, 2. a consistent revisit of and support of capstone year curriculum and whole pathway curriculum rigor; this includes at least one share and assessment of implications for teaching of student work at the meeting, 3. analysis of how and a plan to collaboratively develop and support with feedback and assessment systems of teacher community of practice and leadership distribution. 4. planning for Pathway expansion to Digital Media and Technology. 	<p>Pathway staff, school and district leaders and partners:</p> <ol style="list-style-type: none"> 4. Each take responsibility for Mandela student outcomes and for a rigorous pathway program of study, and 5. operate as a team in all matters, meaning they are in constant communication; 6. are accountable for ensuring that necessary conditions are in place for successful pathway vision and mission implementation.
<p>Non teaching hourly rate or stipend of \$1000 per teacher for 2 day retreat</p> <p>\$1700</p>	<p>(Note the yearly retreat information is repeated here and in Domain 3 as it supports both Domain 1 and Domain 3)</p> <p>Stipends for Pathway teams to schedule a retreat that fits their personal life commitments and gives them time to find support and personal productivity in the Pathway structure.</p> <p>At the yearly retreat, Pathway staff will review the program of study, create the map of the year’s Pathway pds, industry visits and videos, the 21st</p>	<p>Each Pathway teacher creates and commits to a role for themselves in leading the Pathway.</p> <p>Each teacher identifies themselves as Pathway teachers who teach a specific content which increases the academic and community service rigor of the Pathway academics.</p>

	<p>Century rigor pds, the family and social/emotional support pds.</p> <p>The Pathway staff will find the areas of Pathway growth and improvement that they are each strongest in and will commit for the year to those areas they enjoy being challenged in and will share data and student work and create new goals around successful student outcomes.</p> <p>Specifically, for the 2015-2016 year, if the 8-period schedule remains, the retreat agenda will contain, in part, a support PD and reflection and mapping continued time throughout the year for PDs and reflection at least three times during the year for teacher instructional and planning support around the 8-period schedule.</p>	<p>Each member of the Pathway staff creates measureable goals and tasks for the year which support successful student outcomes and successful team building among the students, their families, industry partners and all Technology and Digital Media staff; which teams focus on getting all students college, career and community ready.</p> <p>The entire staff creates a process to support every staff member throughout the year in pathway vision and goals.</p>
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2. Pathway Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>
<p>Some pathway teaching and learning involves:</p> <ul style="list-style-type: none"> ● Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that: ● Integrates academic and technical content ● Aligns with the pathway theme ● Involves critical thinking, problem solving, and production of products or services <p>Please note that more than 50% of our pathway teachers are in multiple pathways making it difficult for them to align their content to both pathways regularly -- it would require two preps for most lessons. For example, the U.S. History teacher mainly aligns content with the Law & Public Service Academy because four of his six courses are with that academy and he has worked with that academy for much longer. Some teachers, such as the ELA3 teacher, try to make sure alignment is done for both pathways. That ELA3 teacher rotates the pathways she aligns with so that each pathway gets some alignment. Students in her classes basically do the same projects so students are exposed to both pathways' projects/alignment throughout the year. For example, she will have students analyze a film to align with Media Academy, but do a mock trial to align with the Mandela Law & Public Service Academy. All students will do both.</p> <p>However, one great strength of the Media Academy in creating and delivering rigorous and challenging academics for all students is the work that some pathway teachers have done with a senior project pilot. Media Academy students, along with students from the other two academies at Fremont, are benefitting from extensive work their teachers are doing to fortify the senior research project and the accompanying civic engagement component of that project through the EDDA program. After a full-year of work by teachers to improve the field research, oral presentation and thesis statement components of the project, students are more community ready than ever before. Media Academy will continue to work on refining the senior research project, but next year will focus on helping 10th and 11th graders to build research, writing and presentation skills they will need for their senior year.</p>

Another push for more rigorous and challenging academics comes through Media Academy’s participation in a growing concurrent enrollment program at Fremont High School. The Media Academy is looking for ways to bring pathway specific concurrent enrollment courses to campus, possibly starting with Social Media Management & Marketing courses for Journalists that could be taught by the current pathway director.

All pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway. District PD is not competitive but complementary.

Most pathway teachers:

- Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups
- Provide specific skill instruction in collaborative learning
- Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution

Fifty percent of pathway teachers:

- share strategies and resources to improve their instructional practice
- collaborate during weekly scheduled time,

Some pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement

Some pathway teachers share best practices, lessons, and resources to improve instructional practice

Some pathway teachers engage industry partners in PDs that focus on project design and assessment with an emphasis on application of academic content within the industry context.

Budget	2015-16 Planned Activity	Anticipated Outcome
Sub costs for two days per marking period \$1,250 Extended contracts @\$23 per hour per teacher for six hours per marking period;	For two days every marking period, “rigor for the 21st century PD” will be provided (by the leaders of the history DBQ project or from EDDA) and industry partners contracted to provide “21st Century rigor” PD/training guidance at pathway meetings. Agenda for these meetings twice a marking period will include: <ul style="list-style-type: none"> ● study of pathway student work (specifically from culminating projects and then from all core courses) in order to design a plan from implications found in the student work/data, ● review of videos of lessons taught which integrate the findings from the above (#1) studies, 	Rigorous PBL in each grade level. PBL projects will integrate at least two content areas and include industry (technology and digital media) collaboration and feedback in the created curriculum. The result of these projects will be that students understand the connections and hold themselves to high academic standards in order to be ready for the well paid and competitive 21st Century jobs market in technology and digital media and in all careers and community readiness.

<p>stipends for coach from the industry and for video team</p> <p>\$1,250</p>	<ul style="list-style-type: none"> ● review of videos of technology work of industry partners in their workplace and reflect on the implications for teaching in each of pathway core courses, ● design of rubrics and lesson plans to assess the students' skills in technology tasks needed in the 21st Century industry work-places. 	<p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their community of practice around the pathway mission for academic rigor and pathway student outcomes.</p> <p>Pathway teachers will gain knowledge in the latest technology and career practices in industry technology and digital media.</p>
<p>PD and coordination of the visits to industry could be provided by LLO and by the pathway coach</p> <p>Extended contracts @\$23 per hour per teacher for the twice yearly share outs</p> <p>\$1000</p>	<p>(Note the visits to industry work-places for staff information is repeated here and in Domain 4 as it supports both Domain 2 and Domain 4)</p> <p>Conduct two 2-day PDs per year for pathway teachers to go into the field to engage with industry and 1-day PD twice a year for the pathway teachers who visited industry to share and teach the findings they made on their visits.</p> <p>These twice yearly share outs will include time for the whole team to review the implications of the findings and to integrate them into pathway curriculum.</p>	<p>Pathway teachers will develop the tools to create projects and lessons anchored in the skills relevant to the pathway industry in the 21st Century and more fully integrate industry standards, of technology and digital media in their curriculum.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric

Media Academy's pathway theme: was selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district; is in process of being vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards; appeals to a broad diversity of students, regardless of their postsecondary aspirations.

Media Academy integrates some technical and academic coursework across subject areas at each grade level; is aligned to grade-level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements.

Media Academy’s cohort scheduling ensures that: nearly all pathway students participate as a cohort in academic and technical courses (exceptions are primarily for Advanced Placement and SpEd purposes); about 50% of grade-level pathway teachers share a common preparation period. However, cohort scheduling is not set up for purpose of allowing flexible use of time for projects (i.e. blocking ELA and CTE or ELA and Social Sciences).

Budget	2015-16 Planned Activity	Anticipated Outcome
.17 FTE \$15,000	Provide FTE for a designated site person to manage creation of and implementation of and continuous improvement of early college credit courses and oversee and monitor student progress in early college courses	Designated FTE to on site personnel to monitor student progress in early college courses and ensure students receive credit of courses and GPA bumps for UC approved courses on OUSD transcripts
Hourly non-teaching rate/stipend/or sub costs See above	Provide release time for pathway teachers and community college teachers to collaborate on early college/dual enrollment courses aligned to program of study	OUSD pathway teacher-leaders and Peralta educators will identify courses that align to the Pathway program of study and career theme of technology and digital media. They will align course objectives and pathway student learning outcomes to create a transition to postsecondary education.

4. *Work-based Learning*

Current Programmatic Narrative Based on Rubric

The pathway: provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation; has a plan of sequenced WBL experiences and for some students this culminates in an internship.

The pathway has WBL opportunities at each of the pathway’s grade levels for all students, mostly through the ECCCO program.

The pathway has created a plan and timetable to implement WBL experiences with coursework in at least one technical subject area in 10th and 11th grade through ECCCO.

The pathway is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences. Media Academy is one of the district’s arts/media/entertainment pathways collaborating with a dynamic new advisory board of industry and postsecondary partners. The board has held two meetings so far and has not yet set up a way to review and evaluate WBL experiences for all pathways. In addition to the new advisory board the pathway needs additional support from LLO to support students in order to ensure that they are prepared, placed and managed with adequate WBL experiences.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>PD and coordination of the visits to industry could be provided by LLO and by the Pathway coach</p> <p>Extended contracts @\$23 per hour per teacher for the twice yearly share outs For Costs See Above</p>	<p>Conduct two 2 day Professional Development trainings per year for Pathway teachers to go into the field to engage with industry. Followed by 1 day of pd twice a year for the Pathway teachers who visited industry sites to share out and teach the findings to fellow pathway teachers.</p> <p>The twice yearly share outs will include time for the whole team to review the implications of the findings and to integrate them into pathway curriculum.</p>	<p>Teachers will collectively create projects and Work Based Learning lessons anchored in the skills relevant to the pathway industry focusing on industry standards, emerging technology, critical thinking, problem solving, and production of products or services</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>The pathway team collaborates with East Bay Consortium and District College Readiness Specialist to support students in developing and implementing individualized college and career plans. Please note the Fremont counselor does not provide these services to our students proactively. Our counselor serves more than 700 students.</p> <p>The pathway team: assumes collective responsibility for getting to know all pathway students; collaborates to identify student academic, personal, and socio-emotional needs; provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students; communicates with families regarding the interventions provided to students</p> <p>The pathway team provides and/or arranges: some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options; several college and career exploration activities per year.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$2500 stipend	Stipend for one teacher to take responsibility for review of each student's transcript and creation of a success plan for each student.	Each student's skills, strengths, challenges, aspirations are known and responded to by Pathway teachers and

		staff and students and families in a responsible way.
Extended contracts @\$23 per hour per teacher	Develop a structure where each teacher in Pathway takes responsibility for and is paid the stipend to meet with students and their family twice a year to review transcript and plan. A separate stipend is required for a teacher to take responsibility for the design, coordinating, calendaring and monitoring of these twice a year meetings.	Each student's skills, strengths, challenges, aspirations are known and responded to by Pathway teachers and staff and students and families in a responsible way.

Pathway: Engineering and Architectural Design

Pathway Title:	Engineering and Architectural Design	Pathway Teacher Leads:	Phong Hoang, Andrew Prober Christie Blakley and Ji Lee
Industry Areas:	Engineering, Architectural Design and Construction	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	Christie.Blakley@ousd.k12.ca.us	Pathway Lead Phone:	510.435.4032
Pathway 2015-16 Enrollment (9-12) Newcomer Program	274	Anticipated Grant* (\$200) x enrollment.	\$30,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
149	125	91%	4%	5%	58%	99%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
42	1	23	187	4	6	6	5

Pathway Vision: Engineering and Architectural Design

Students at the Engineering and Architecture Pathway of Fremont High School will be developed and challenged to become independent, creative and critical thinkers with the skills to succeed and excel in careers or college after graduation. Through the use of technology and the principles of design students will develop and demonstrate their ability to produce research, projects and presentations planned to be relevant and responsive to the needs of their community.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Engineering and Architecture pathway practices include:

- Rigorous academics: High expectations for student work across classes, and cross-curricular use of critical thinking, creativity and problem solving skills. Consistent use of literacy strategies across English and Social Studies, including reading complex text and essay writing. Across the pathway students also employ design thinking and conduct research to create presentations to teach their peers. For example, creating peer teaching presentations that involve an explanation of process as well as outcomes, creating original infographics, and crafting their own DBQs in history and experiments in science classes.
- Presentations with both oral and visual components across core classes using a common rubric that supports preparation for their senior project presentations.
- Technology use throughout pathway, moving beyond basic business apps to include blended learning, student creation of published online content, and coding.
- Professional expectations re: student academics and behavior, promoting SEL and development of transferable and 21st century skills to prepare students for college and career.
- ECCCO - Exploring College, Career, and Community Options curriculum for post-secondary preparation is implemented in 10th and 11th grade to help students understand the connection between school and their future options.
- Interventions to help keep students on track throughout the pathway: teachers give students the opportunity to complete grade reflections and conference with them about their goals, make parent contacts and hold conferences for students who are not on track, and provide awards as positive recognition for students who excel in the pathway and demonstrate good community membership.
- Skills aligned across grades through core subjects. For example, our CTE courses build on each other each year, and in courses such as history the teachers have identified skills to focus on each grade that build on the previous year.
- College and career exploration visits in 10th and 11th grade to let students explore a variety of options available after graduation.
- Community and professional connections with design/build program and school beautification projects. Students develop their skills and make their work public through many classes.
- Construction and design classes collaborate on cross-curricular projects.
- Shared collaboration time for most pathway teachers with a focus on student interventions and planning of cross-curricular units.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Phong Hoang/Andrew Prober	Co-Directors
Christie Blakley/Ji Lee/Johanna Paraiso	Teacher Leaders

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	3	<i>Collaborative Learning</i>	1.5
<i>Distributed Leadership</i>	1.5	<i>Teacher Shared Best Practice</i>	2.5
Equity		<i>Teacher Collaboration Time</i>	3
<i>Open Access & Equitable Opp.</i>	3	<i>Teacher Professional Learning</i>	2.5
<i>Diverse Student Representation</i>	3	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2.5
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	3	Work Based Learning	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	1.5
<i>Cohort Scheduling</i>	3	<i>WBL Pathway Outcomes</i>	2
		<i>WBL Pathway Evaluation</i>	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways would like to pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Pathway Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership/Vision” & “Equity”
These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

The Engineering and Architecture pathway is an expansion of the existing Architecture Academy. We want to maintain our strong sense of community, while growing as a program. We need to develop and refine our pathway leadership to allow more teachers to actively participate in pathway development.

Architecture Academy emphasizes traditional academics combined with Architecture Design and Construction and Technology classes which provide students the opportunity to design and build creative projects. Students graduating from the Academy can pursue occupational training programs at the community college level, post-secondary education in related fields or directly enter the workforce in an entry level technical training position with career potential. The academy has made partnerships with The Crucible, EBMUD, HKIT and MBH Architecture, Byrens Kim Design Works, Eby Construction, Tradeswomen Inc., and several trade unions.

The goal is to have as many students graduate prepared for either a 4-year college or 2-year college/program or direct entry into a career in the skilled trades. Students graduate “community ready” with the appropriate skill set to become constructive, contributing members in their community.

The Architecture Academy and Engineering pathway presently houses 98% of the Newcomer students. The students have access to the CTE courses but receive sheltered instruction via the teachers in the Newcomer Program. The goal is to transition our students into mainstream course in all content areas as quickly as possible and reclassify most if not all by the end of their four years of instruction at our site. We do offer our Newcomer students the opportunity to return for a 5th year if they need additional assistance for language and content acquisition to meet graduation requirements.

To scaffold for individual learning needs and allow more independent skill development, teachers across the pathway are increasingly incorporating technology and project-based learning into their classes. This is also important for improving equitable access to higher levels of success, because it will help address the digital divide between students with technology access at home, and those who have not had it before.

Budget	2015-16 Planning Activities	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher \$1,700	Teachers need more time to meet and align our work to our pathway student learning outcomes. We also need time to meet with newcomer and SPED teachers to make sure we are including our ELD and SPED students fully and preparing them	Pathway teachers will take responsibility for our student outcomes and for expanding and strengthening our vision to engage more students.

<p>Cost of meals \$500</p>	<p>to participate in WBL and be ready for college and careers.</p> <p>We need time to strengthen and develop our vision as we expand our pathway, and to work with new teachers so that they are fully involved in our work without feeling overwhelmed or marginalized.</p> <p>To allow real distributive leadership we also need time to align our vision with the demands of the district overall, and figure out how to get support from leaders off campus.</p>	<p>We will operate as a team and support each other to be more effective educators.</p> <p>Increased support for our high needs students.</p>
<p>Non teaching hourly rate or stipend of \$1000 per teacher for 1 day retreat \$1700</p>	<p>Stipends for Pathway teams to schedule a retreat that will allow time to do in depth development of pathway outcomes and curriculum to support them, which is hard to do under time pressure during the school day.</p> <p>At the yearly retreat, Pathway staff will review the program of study, create the map of the year's Pathway pds, industry visits and videos, and plan cross-curricular projects to deepen student learning and demonstrate the importance of transferable skills.</p> <p>The Pathway staff will find the areas of Pathway growth and improvement that they are each strongest in and will commit for the year to those areas they enjoy being challenged in and will share data and student work and create new goals around successful student outcomes.</p>	<p>Each Pathway teacher creates and commits to a role for themselves in leading the Pathway.</p> <p>Each teacher identifies themselves as Pathway teachers who teach a specific content which increases the academic and community service rigor of the Pathway academics.</p> <p>Each member of the Pathway staff creates measureable goals and tasks for the year which support successful student outcomes and successful team building among the students and the pathway community.</p> <p>The entire staff creates a process to support every staff member throughout the year in Pathway vision and goals.</p>
<p>PD and coordination of the visits to industry could be provided by LLO and by the pathway coach Extended contracts @\$23 per hour per teacher for</p>	<p>Conduct two 2-day PDs per year for pathway teachers to go into the field to engage with industry and 1-day PD twice a year for the pathway teachers who visited industry to share and teach the findings they made on their visits.</p> <p>These twice yearly share outs will include time for the whole team to review the implications of the findings and to integrate them into pathway curriculum.</p>	<p>Pathway teachers will develop the tools to create projects and lessons anchored in the skills relevant to the pathway industry in the 21st Century and more fully integrate industry standards, of engineering and architecture into their curriculum.</p> <p>Teachers will be able to more clearly explain the connections between what students are learning in class and what they will be expected to do in future careers.</p>

the twice yearly share outs		
\$1000		

**2. Pathway Rigorous and Challenging Academics for All Students
Engineering and Architectural Design**

Current Programmatic Narrative Based on Rubric		
<p>Architecture Academy teachers have been on the forefront of the districts push for the Capstone project for graduation requirements. But this has been a push held mainly in the ELA and SS classes. All teachers need to be more actively involved in this process so that it to be school wide and so that students can get support from all their senior teachers.</p> <p>Although a few teachers are well versed on using COI not all teachers have been able to create enough time to analyze and create an inquiry circle around the data and student work from culminating projects and from all core courses. There is a need for time so that all teachers meet and share the data and student work, the time to video record lessons and to reflect as a team on the videos and then to draw up lessons and unit plans which build on the implications found in the videos and the data.</p> <p>Architecture and Engineering staff need specific industry related professional development to stay current with industry trends and technologies. This is especially true to the field of engineering.</p> <p>In addition, teachers need support from industry partners to bring relevance to their curriculum and to integrate CCSS (common core) and NGSS (science) in a way that is engaging to students and prepares students for the full continuum of work based learning experiences in the pathway.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
sub costs for 2 day per marking period \$1,250	Sub coverage will be used to allow teachers to strategically observe and participate in each others' classrooms to build cross-curricular connections and give each other ideas and feedback.	Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their community of practice around the pathway mission for academic rigor and pathway student outcomes.
Extended contracts @\$23 per hour per teacher for twice yearly planning days \$2208	Planning days for teachers to collaborate and develop more cross-curricular PBLs integrating pathway themes and 21st century skills.	Rigorous PBLs in each grade level. PBL projects will integrate at least two content areas and include research and technology use in the created curriculum. The result of these projects will be that students understand the connections and hold themselves to high academic standards in order to be ready for well

		paid and competitive 21st Century jobs.
Extended contracts @\$23 per hour per teacher for 6 hours per marking period stipends \$1,250	Study of pathway student work (specifically from diagnostics and culminating projects from all core courses) in order to design a plan from implications found in the student work/data, and develop aligned lessons that target student skill gaps and areas that they need most support.	Specific and data-based assessment of trends in student skill development will allow for refinement of teaching practices that serve all students.

3. Program of Study: Engineering and Architectural Design

Current Programmatic Narrative Based on Rubric		
<p>As we have participated in community engagements as part of the RFP process over the last five months, it has become clear that students and parents want a broader pathway theme. This is a driving force behind the expansion of the Architecture academy to be part of the Engineering pathway. For this to happen effectively and maximize student engagement we will need support and resources to strengthen our engineering industry contacts, and time to create more cross-curricular alignment and projects connected to the pathway theme of engineering as well as architecture.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Hourly non teaching rate/stipend/or sub costs See above	Provide release time for Pathway teachers and community college teachers to collaborate on early college/dual enrollment courses aligned to program of study	OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the Pathway program of study and career theme of technology and digital studies. They will align course objectives and Pathway student learning outcomes to create a transition to post-secondary opportunities.
Hourly non teaching rate/stipend Pay for a trainer	Blended Learning PD for pathway teachers to improve their use of technology to prepare students for college and career, while also personalizing learning and allowing students to take charge of their education more.	Pathway teachers will use technology more effectively to promote student learning and skill development. This will in turn help students develop skills and stay engaged in pathway classes.

4. Work-based Learning: Engineering and Architectural Design

Current Programmatic Narrative Based on Rubric

The pathway provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation; has a plan of sequenced WBL experiences and for some students this culminates in an internship.

The pathway has WBL opportunities at each of the pathway's grade levels for all students, mostly through the ECCCO program.

The pathway has created a plan and timetable to implement WBL experiences with coursework in at least one technical subject area in 10th and 11th grade through ECCCO.

The pathway is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences. Architecture Academy is one of the district's pathways collaborating with an advisory board of industry and postsecondary partners.

A challenge we have to address to ensure that students get the greatest possible education from WLB is that many still need to develop skills and habits that will allow them to succeed in a workplace. A current obstacle for participation is that many students are behind academically and have to participate in summer school.

A further challenge for the Newcomer students is that they are not fully in the ECCCO program because the language demands of the curriculum are not appropriate for their current skill levels, and so there are fewer resources for internships and college visits available to them.

Budget	2015-16 Planned Activity	Anticipated Outcome
2 teachers @ \$23/hr for 3hr per week for 12 weeks. \$1656	Saturday schools for credit recovery during the year and thus allow more students to participate in ECCCO internships (Also in domain 5)	More summer internship participation by having fewer students in summer school.
.17 FTE \$14,468	Allocated paid teacher time to monitor student progress through transcript reviews and individual conferences and interventions to allow more students to participate in internships.	More summer internship participation by having fewer students in summer school. More student awareness of their current academic status and individualized plans to allow them more academic success. More opportunities for them to build up academic and technical skills by taking more advanced courses rather than needing to repeat.
Food for students	Job skills support through basic computer literacy camps after school to gain and practice skills with	Higher skill levels to be prepared for careers and college upon completing

participating in after school Hours of Code (\$500) pay for trainers and translation @ \$23/hour for 2 hour/week for 9 weeks= (\$414)	word processing, excel, e-mail, etc. These “Hours of Code” would be strengthening student skills with business apps, and translating and supporting online modules for newcomer students.	high school, and more success in high school for students who are coming in at a technological disadvantage compared to their peers. This is especially important for our newcomer students who often had less access to technology and schooling in their countries of origin.
	Allocated paid time for outreach to Newcomers for internship options outside ECCCO	More ELL students participating in WBL

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>The Engineering and Architecture pathway teachers are committed to provide personalized academic, social and emotional support services to all our students.</p> <p>While we do a good job of knowing and caring for each of our pathway students, we struggle to ensure that we check in with every student on a regular basis to be responsive to their changing emotional and academic needs. We need to develop a system to regularly engage families in the education of and support of their students.</p> <ul style="list-style-type: none"> • We know that the on campus College Center and the whole school College Counselor and Admin team work to meet with students about their graduation progress and college and career goals. However, these teams are strained and our students need more time and support in these tasks than they are currently receiving. • We are invested in the ECCCO program, but need to do a better job of integrating ECCCO activities into our academic courses and into our students’ personal success plans. • We know that our students are suffering constant trauma, through housing insecurity, violence against them or their friends, neglect, to name only some of the causes we see on a regular basis. The rubric refers to social/emotional needs and we request that a professional is hired to conduct home visits, to connect with family and to help us design a plan to support our students so they can compete and succeed. 		
Budget	2015-16 Planned Activity	Anticipated Outcome
	See Domain 4 re: counseling support	
\$3,312 2 teachers @ \$23/hr for 3 hours for 12	Intervention independent study Saturday schools (also in Domain 4) Intervention courses could also be created for 6 weeks of afterschool programming to provide students with credit recovery and enrichment.	More students on track for graduation and college, more support and individual attention, less despair from students feeling like they cannot catch up (and consequently giving up) This leads to more summer internship

weeks per semester		participation and real world work based experience

(Pathway: Science, Health, Forensics--This pathway is in the planning stages and the 2015-2016 is when the planning and designing of coursework will take place.

Pathway Title:	Science, Health, Forensics	Pathway Teacher Leads:	TBD
Industry Areas:		Pathway Coach:	
Pathway Lead Email:		Pathway Lead Phone:	
Pathway 2015-16 Enrollment (9-12)		Anticipated Grant* (\$200 x enrollment.	

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial

Pathway Vision:

This pathway is in the planning stages and the 2015-2016 is when the planning and designing of coursework will take place.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>		<i>Rigorous, Relevant, and Integrated</i>	
<i>Leadership Configuration</i>		<i>Collaborative Learning</i>	
<i>Distributed Leadership</i>		<i>Teacher Shared Best Practice</i>	
Equity		<i>Teacher Collaboration Time</i>	
<i>Open Access & Equitable Opp.</i>		<i>Teacher Professional Learning</i>	
<i>Diverse Student Representation</i>		Personalized Student Support	
<i>Closing the Opportunity Gap</i>		<i>Support of Student Needs</i>	
Program of Study/Master Schedule		<i>College and Career Plan</i>	
<i>Pathway Theme</i>		Work Based Learning	
<i>Integrated Core</i>		<i>Types of Student Experiences</i>	
<i>Cohort Scheduling</i>		<i>WBL Pathway Outcomes</i>	
		<i>WBL Pathway Evaluation</i>	

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Pathway Team Establishment, Vision Development, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership/Vision” & “Equity” <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planning Activities	Anticipated Outcome

2. Pathway Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

3. Program of Study

<p>Current Programmatic Narrative Based on Rubric</p>		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	McClymonds	Principal	Tinisha Hamberlin
Pathway Industry Areas:	STEAM: Sports, Engineering, Computer and Industrial Technology, Entrepreneurship and Business, Visual and Performing Arts, Health and Personal Services	Principal Phone:	510-501-8744
School Address	2607 Myrtle St. Oakland, CA 94607	Principal Email:	tinisha.hamberlin@ousd. k12.ca.us
School Phone	510-238-8607	School Fax:	
2015-16 Enrollment (9-12)	287	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$52,000 *= Year 1 **= Year 1 with additional funding ***=Year 2-3

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
169	119	88.5	6.9	11.1	6.6	98

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
240		5	24	2	4	8	5

Planning Team Members and Role <i>(Who is completing the Planning Grant Application?)</i>	
Name	Role
Tinisha Hamberlin	Principal
Colleen Piper	Linked Learning Coach
Mark Rizkallah	Pathway Co-Lead
Kathryn Hall	Pathway Co-Lead
LuPaulette Taylor	AVID Director

School Vision:

McClymonds High School students will create and implement a 10-year personalized STEAM pathway in order to actively contribute and advocate for their local and global communities. McClymonds will serve as a transformative learning environment for students and educators in a climate that embraces individuality while fostering respect for others. By serving students' personalized educational trajectory, McClymonds exhibits its legacy as a hub for knowledge and empowerment that is an essential aspect of the West Oakland Community.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Student Personalized Pathway Plan
 Relevant curriculum and applied/experiential learning strategies

- Project-Based Learning (integrated and interdisciplinary)
- Service-Learning
- Internships
- Field Trips/Study Tours
- Independent Study

AVID
 WICOR Strategies
 Blended Learning
 Grade Level Themes
 Full Community
 Student Voice
 Dual Enrollment with local Colleges
 Mentoring (career, college, social-emotional, and peer mentors)

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>2</i>	<i>Collaborative Learning</i>	<i>2</i>
<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>2.5</i>
Equity		<i>Teacher Collaboration Time</i>	<i>1</i>
<i>Open Access & Equitable Opp.</i>	<i>2</i>	<i>Teacher Professional Learning</i>	<i>1</i>
<i>Diverse Student Representation</i>	<i>4</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>2.5</i>
<i>Pathway Theme</i>	<i>2</i>	Work Based Learning	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains		
<p><i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>Our ISS plan is founded on a personalized pathway model. In order to realize this plan, we must utilize the 2015-2016 school year to implement structures that will allow for such programming. These will be under the umbrella of a STEAM pathway but may involve a variety of different career paths, such as automotive engineering, civil engineering, computer science applications, cosmetology, arts, and more. Currently, our school has a STEM academy that is developing a mission, a vision, a leadership team, and strategies to create equitable opportunities for students in this academy, which is why we scored mostly in the “Developing and Approaching” categories.</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome
*\$15,000	Recruit Personnel: <ul style="list-style-type: none"> - College and Career Readiness counselor (already on the team) - Internship and WBL (second phase) - Linked Learning specialist (already on the team) - Marketing Director/Recruiter - CTE specialists (with the help of Intel/Paralta) The Pathway team will participate in quarterly retreats to	<ul style="list-style-type: none"> - College and career readiness counselor orients new families to 10-year plans and the inventories for students to optimize their own personalized learning pathway making sure students are meeting a-g requirements, CAHSEE, SAT, etc.

	<p>plan/evaluate/adjust accordingly to data collected via the cycle of inquiry. The first of these retreats in summer 2015 in which team will design rubrics to be reflective on the effectiveness of the signature practices, the pathway-specific programs, and the academic rigor of the pathway.</p>	<ul style="list-style-type: none"> - Linked learning specialist helps the student create their own personalized learning pathways <p>Each pathway teach/team member has a clear role. They operate as a team in communication and development.</p>
*\$15,000	<p>Orientation and inventories</p> <ul style="list-style-type: none"> - Money for planning these orientations - Money for materials for orientations - Money for purchasing inventory softwares (Career interest inventories) 	<p>Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans</p> <p>Supports students to, at least once each semester, review their progress with their families and their advisors</p>

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>We are developing and approaching this standard as there is only “some” integration of academic and technical content. The pathway theme is limited to a couple of teachers. Students are provided multiple scaffolds in order to apply knowledge. This is very little evidence of students meeting regularly to collaborate and apply knowledge in new situations. In order to meet the rigor of our ISS proposal, we must provide space and opportunities for teachers to build their skills and capacity, while partnering the community to create internships for students.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
**\$5000	Planning time for teachers to create structures and rubrics for public defense.	<p>Students will apply knowledge in new ways</p> <p>Students will have an authentic audience to defend their learning</p>
**\$15,000	Teachers must participate in PD for the following: complex instruction (grouping) and project-based learning,	<p>Students will be engaged in relevant, rigorous content consistently throughout the day</p> <p>Students will build their SEL competencies as they collaborate with peers.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>We are developing and approaching this standard as the pathway theme is currently limited to engineering; a small percentage of the curriculum is integrated. As a result, students’ interests and participation is lacking. Consequently, only a few students take full advantage our the WBL opportunities. In order to pilot ISS structures in the 2015-2016 school year, the team must meet over the summer to prepare for CTE and work based learning across grade-levels.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
**\$50,000	Planning time to coordinate, manage, and implement personalized learning pathways in which team members will collaborate with thriving District sites and/or national programs. Teachers will be paid for their release time to travel and participate in critical friend protocols. This learning will be brought back to whole-school PD sessions. The team will also collect data to ensure signature practices of school-wide and implemented with equitable access.	<p>Student attendance and grades improve as they engage in relevant content</p>
***\$50,000	Partner with post-secondary options to provide both CTE and concurrent enrollment opportunities. The team will work with partners such as <i>Big Picture</i> , <i>Buck Institute</i> , <i>Paralta</i> , <i>UC Berkeley</i> , <i>Code.org</i> , <i>Intel</i> , <i>Chevron</i> , <i>Project Lead the Way</i> , and <i>Children’s Hospital</i> .	<p>Students are better prepared for college and career:</p> <p>The pathway has established practices and policies to promote open access and diversity through collaboration with business</p>

		<p>and community partners</p> <p>Does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway</p>
	<p>Coordinate, manage, and implement WBL for all rising Seniors</p>	<p>Students develop and refine industry specific, and 21st century, and soft skills</p> <p>Have students regularly reflect on their collaboration skills and their impact on their own learning Have students share their work processes and products with others</p> <p>Ensure that students have regular opportunities to collaborate with industry, postsecondary, and community partners in collaborative learning</p>
	<p>Common planning periods for grade level/content meetings in which teachers conduct peer reviews, share practices, in order to implement best practices from site/Districts with similar populations and programming.</p>	<p>Integration of academic and technical coursework--align of core content</p> <p>Daily and constant collaboration among the team with the goal of constantly improving instruction. The process of instruction is dynamic with teachers constantly striving to adopt their teaching and curriculum when projects and lessons are not having the desired effect. Pathway teachers have adopted a growth mind-set and challenge the prevailing discourse and conceptions about learning and expectations for students. Instructional discourse and strategies for all students center on raising equity consciousness across the pathway</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>We are developing due to our current ad hoc WBL experiences that are provided for “some” students. We are creating a WBL plan for all grade levels and exploring ways to work with partners.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	<p>The Team will utilize career inventory to help guide students and collect data from both students and WBL</p>	<p>Students have an opportunity to explore options based on their affinity.</p>

	partners about student experiences.	Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities
	Meet regularly with District's Concurrent Enrollment Specialist to create, manage, evaluate opportunities according to student interests	Ensures the ALL students have the opportunity to engage in either CTE or core college courses.
*\$12,000	Transportation to/from internships, field trips, study tours, etc.	Students will optimize their attendance at opportunities.
**\$7,000	Industry Mixers	Students have the opportunity to engage with partners and share their learning.
*\$10,000	Student Stipends for completion of internship	Students are rewarded for their work, and will learn how to manage their money.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>We are approaching this standard because we need to systematize our student supports through a shared student profile that allows students to take responsibility for their college and career plans. In order to support students with the rigor of our college readiness plan, it is essential that we hold students with social and emotional supports.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
***\$20,000	College and Career Readiness Counselor to receive on-going PD and support in order to build capacity and expertise in the field.	<p>All students are support according to 10 year plan and SEL needs, while meeting graduation requirements.</p> <p>Facilitates enrollment in advanced placement, interventions, and/or other pathway electives without removing students from pathway core.</p> <p>Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses</p> <p>Ensures that grade-level pathway teacher teams have common preparation period</p>
**\$50,000	Mentor Coordinator who will manage 1:1 mentor program who will act a sort of case manager for students. We will pilot and study a group of 25 male students in the 2015-2016 school year.	<p>All students have on-going support to balance the demands and challenges of school, WBL, and community</p> <p>All students are successfully meeting all benchmarks for student</p>

		achievement relative to all other subgroups in the pathway.
***\$60,000	Data Specialist (year 2-3)	<p>The site engages in on-going cycles of inquiry at each level (class, department, grade, community, industry) in order to make informed decisions to better support students' progress in their 10 year plan</p> <p>Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success</p> <p>Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations</p>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Life Academy	Principal	Aryn Bowman
Pathway Industry Areas:	Health & Bioscience	Principal Phone:	(510) 566-8352
School Address	2101 35th Avenue Oakland, CA 94601	Principal Email:	aryn.bowman@ousd. k12.ca.us
School Phone	(510) 534-0280	School Fax:	(510) 534-0283
2015-16 Enrollment (9-12)	284	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$56,800

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
144	140	89.1%	7.4%	7%	33.8%	93.3%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
8.5%	0%	4.6%	83.8%	0.7%	1%	1%	0%

Planning Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Emily Rigotti	Assistant Principal
Claire Crossett	Academy Director/Biology Teacher
Amanda Issa	CTE Teacher
Angel Corral	11th Grade Internship Coordinator

School Vision:

*“Life Academy seeks to dramatically interrupt patterns of injustice and inequity for underserved communities in Oakland. Through **transformative learning experiences** focused on Health, Medicine and Bioscience, students are **engaged in learning and inspired to acquire the skills needed to succeed in college and careers in the medical field.**”*

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Life Academy of Health and Bioscience is a small high school located in Oakland, California that sprang from a community movement initiated by the Oakland Community Organization (OCO) and National Equity Project (NEP) to create smaller, more responsive schools for urban youth. The design team and initial student population for the school came directly out of the Health and Bioscience Academy at Fremont High School in Oakland. After a very short 6-month incubation period, the school opened in the Fall of 2001 to become the first new small autonomous high school in the Oakland Unified School District. Over the past 14 years, the school has maintained its focus on Health and Bioscience through an emphasis on the following signature practices:

1. **Personalization (Habits of Life & Work):** Advisory is the core structure for which Life Academy teaches its Habits of Life and Habits of Work. Students are in mixed advisories for all four years and truly bond with their advisor, who acts as his/her advocate for their four-year experience.
2. **Integrated grade level projects:** Within every grade level at Life Academy, students participate in at least two integrative projects across content level that are primarily rooted in the Health & Bioscience theme of the pathway
3. **Public demonstration of mastery (primarily through Defenses):** Defenses are a key ritual at the school, they occur within Integrated grade level projects during the 8th, 10th and 12th grades. Defenses play an important role in integrating community and industry partners as they bring in real-world, applicable knowledge to each Defense.
4. **Cooperative Strategies across Disciplines:** Life Academy teachers use cooperative strategies that are shared within Departments. For example, our Math Department uses a form of Complex Instruction in order to foster an educational environment that invokes inquiry and logical reasoning.
5. **Grade Level Trips:** Creating a sense of community within a class is extremely important at Life Academy. Each year, students attend a grade-level trip that pushes them to experience something new. For example, currently, 9th graders visit Pt. Reyes National Seashore and 10th graders visit to Yosemite National Park.
6. **Project-based learning (Certifications):** In every course at Life Academy, teachers have collaborated to create between 8-10 Certifications that students must demonstrate mastery that aligns with both state standards and with our Habits of Mind (Logic & Reasoning, Multiple Perspectives, Inquiry, Evidence, and Reflection). The majority of Certifications are rooted in real-world applications.
7. **Industry-Based Internships:** The school has developed deep relationships with several industry partnerships including the CHAMPS program (Oakland Children’s Hospital, previously known as FACES for the Future), Youth Bridge (Alta Bates and Summit), and Highland Hospital, (currently known as the HEAL program).
8. **Personalized College & Career Counseling:** Life Academy has partnered with the East Bay Consortium for the past 10 years. Their services provide one-on-one counseling with every senior in order to ensure that plan for Life after Life is both relevant, ambitious, and realistic.
9. **Integrated Extended Day Program:** The Extended Day program is an integral part of Life Academy.

Through EDP, students receive additional academic time for completing homework and create a community impact project with their project group that reaches beyond Life Academy's walls in its impact.

10. **Distributed Leadership Amongst Staff:** As the school has grown into a 6-12 school, we have created multiple structures that contribute to horizontal leadership across the staff. These structures include an ILT (who are in charge of creating a vision for PD for the year and implementing weekly PD meetings, an SPGC (School Plan and Governance Committee - who look at systems and structures within the school and make new policies), Department Leads, Grade Level Leads, and Committees (who work on Public Relations, Advisory Curriculum, Staff Celebrations, and planning students Activities like the Senior experience).
11. **Whole-Staff Retreats:** Just as Advisory is a core structure for fostering personalization between every student and every staff member, whole-staff retreats are a core structure that ensures that the staff is build as a team and that we not only take time to plan and implement, but we also take the time to reflect and explore our own biases, pedagogical thinking, and practices. Staff retreats occur at three different times of the year - beginning, mid, and end and we have found that they are essential for collectively moving the school forward.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	4	Rigorous, Relevant, and Integrated	3.5
Leadership Configuration	3	Collaborative Learning	3
Distributed Leadership	4	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	4	Teacher Professional Learning	3
Diverse Student Representation	3	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	1
Pathway Theme	4	Work Based Learning	
Integrated Core	3	Types of Student Experiences	2
Cohort Scheduling	3.5	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self Assessment:

Pathway Leadership and Direction:

- Mission & Vision (Excelling and Sustaining):
 - "The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway."
- Leadership Configuration (Meeting & Advancing):
 - "Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment, and industry outreach."
 - "The majority of pathway teachers identify themselves as pathway teachers who teach a specific content."
- Distributive Leadership (Excelling & Sustaining): 4
 - "Pathway staff, school and district leaders and partners:"
 - "Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation."
 - "Are accountable for ensuring that necessary conditions are in place for successful program implementations."
 - "Are supported by district policies that ensure program effectiveness."

Equity:

- Open Access & Equitable Opportunities (Excelling and Sustaining):
 - "Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history"

- “Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choices and student interest.”
- “Uses diversity as a core principle underlying recruitment efforts with middle school students.”
- “Has established practices and policies to promote open access and diversity through collaboration with business and community partners.”
- “Does not track students once they’re enrolled within the pathway and does not have academic achievement requirements to continue within the pathway.”
- “Has established practices and policies to promote open access and diversity through collaboration with business and community partners”
- “Does not track students once they’re enrolled with the pathway and does not have academic achievement requirements to continue with the pathway.
- Diverse Student Representation (Meeting & Advancing):
 - The pathway’s admission processes and practices:
 - Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to achievement distribution that reflects Oakland.
- Closing the Opportunity Gap (Meeting & Advancing):
 - “Specific subgroups are integrated and strategically supported in all pathway development.”

Reflection:

Pathway Leadership and Direction:

- **Mission & Vision:** Although Life Academy does have a clearly agreed upon mission, we struggle with the integration of Health & Bioscience into all aspects of the pathway (which would have been scored as Meeting and Advancing on the rubric). We hope to use Measure N funding to help further solidify the implementation through creating planning teams and help fund collaboration time during summer and retreats in order to fully integrate the mission and vision of the school throughout most aspects of the pathway.
- **Leadership Configuration:** The pathway has developed and implemented multiple systems and structures that have helped integrate certain aspects of the pathway. For example, the ILT is involved in crafting the focus for PD for the year through looking at the vision of the school as a whole and then matching the school’s current state. The PR committee reaches out to community partners and neighborhood elementary and middle schools to ensure that students understand the focus of the pathway if they select to come to the academy. Internships are coordinated through multiple teacher leaders (by grade level), the Academy Director, and the Extended Day Program. All teachers identify themselves as Life Academy teachers. We are not excelling on the rubric simply because not every teacher has a leadership position.
- **Distributive Leadership:** Life Academy has been named a model program and we are constantly asked by district representatives to provide tours for neighboring districts. We have been provided support from OUSD’s Linked Learning office in funding a portion of our CTE teacher’s position so that it is sustainable (although those funds were cut for the upcoming year) and for providing summer internships through the ECCO program. Our internship partners also play a huge role in ensuring sustainability of our internship program in addition to our teacher leaders and administration, who are in constant communication with those partners.

Equity:

- Life Academy has made real progress with regards to equity, however we would to increase the diversity of its student body to better represent Oakland’s population, as we are predominantly a latino school. One of our larger goals is to ensure all subgroups have equal access to internship possibilities at an earlier grade level. Currently, students have access in the 11th and 12th grades, but if they are struggling academically, they focus on credit recovery instead during their 12th grade year. Long term, we would like to use Measure N funding to work on implementing career-based opportunities to 9th and 10th graders as well.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$3,000: Extended contracts @ \$23.16 per hour per teacher</p>	<p>Retreats (three times a year): Design Team</p> <ul style="list-style-type: none"> ● Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Revisit Program of Study for enhancing alignment with the above. 	<p>To ensure that the mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p>

<p>Budget for Subs</p> <p>Cost of facility & meals</p>	<ul style="list-style-type: none"> ● Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. ● Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>To ensure that structures are in place so that each pathway teacher has a defined role in leading the pathway and they identify themselves as pathway teachers who teach a specific content. They also operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. ● Are accountable for ensuring that necessary conditions are in place for successful program implementation ● Are supported by district policies that ensure program effectiveness
	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Focusing on diversity as a core principle in all recruitment efforts, we will continue to develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. ● We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. ● We will work to develop policies and practices particularly in Work-Based Learning experiences that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth). 	<p>We have established practices and policies to promote open access and diversity through collaboration with business and community partners</p> <p>We do not track students (with the exception of the math course sequence) once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway.</p> <p>We have multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Self Assessment:

Building a Rigorous Academic Core & Student Conditions

- **Rigorous, Relevant, and Integrated Learning (Meeting & Advancing):**
 - “The majority of pathway teaching and learning time involves:
 - “Student-centered, research-based instructional and learning strategies.”
 - “Standards-based, project or problem-based learning that
 - “Integrates academic and technical content”
 - “Aligns with the pathway theme”
 - “Involves critical thinking, problem solving and production of products or services.”
 - “Reflects the processes and products of industry professionals”
 - “Involves critical thinking and creativity and requires students to make connections across the curriculum.”
 - “Involves the design and **public defense** of high-quality products or services.”
- **Collaborative Learning (Meeting & Advancing):**
 - “All pathway teachers:
 - “Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups.”
 - “Provide specific skill instruction and differentiated support to students in collaborative learning.”
 - “Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles, and accountability, and conflict resolution.”
- **Sharing Best Practices (Meeting & Advanced):**
 - “Observe one another’s teaching, share lessons and resources, and give and receive feedback to improve their instructional practice.”
- **Collaboration Time (Developing & Approaching):**
 - “Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time.”
- **Professional Learning (Meeting & Advancing):**
 - “Pathway teams regularly attend PD’s that are focused on the unique needs of pathway development and continuous improvement.”
 - “Pathway teachers observe one another’s teaching and give and receive feedback to improve their instructional practices.”
 - “Pathway teachers participate in PD on how to analyze and use data in a cycle of inquiry using student level data that includes both standardized tests as well as examples of student work from performance based assessments.”

Reflection:

- **Rigorous, Relevant, and Integrated Learning:** With at least two integrative, health and bioscience-related integrative projects per grade level, the pathway is definitely meeting the standards in this category. We also have implemented two defenses - one at the 10th grade level and the other at the senior level. Next year, we hope to revise the course sequence so that it is more rigorous in addressing physical science and math skills earlier on in the pathway and with that new course sequence comes much needed planning time this summer to revise the 10th grade retreat, as we plan to add Medical Chemistry in the 10th grade and AP Biology.
- **Collaborative Learning:** The Academy’s Math Department is excelling in this particular category with the implementation of Complex Instruction. They share a common vision around this particular teaching pedagogy, which is very different from where other departments are in the process. The Science Department will specifically need time throughout the year to create a shared vision and ways to implement it.
- **Sharing Best Practices:** Teachers meet in Departments and Grade Levels twice a month to share best practices, observe one another, and improve their overall instructional practice. Teacher leads of each Department and Grade Level will need to be supported with Measure N funding to ensure that the planning of the scope and sequence of the Department and Grade Level is implemented as the year progresses.
- **Collaboration Time:** As stated above, the 10th grade team will need additional planning time this summer to ensure that they revise integrated projects and assessments for the 10th grade Defense for next year with the new course sequence.
- **Professional Learning:** Academy teachers meet once a week for teacher-lead PD (lead by elected members of the ILT). The ILT creates the focus for the year, that “focuses on the unique needs of pathway development and continuous improvement”. Our Math, Humanities and Special Ed. Departments have engaged in a cycle of inquiry

around classroom observations. Our Science Department needs improvement in this particular area and we hope to use additional Measure N funding for a Summer Planning Retreat strictly for the Science Department to plan out their own development as an integral component of the pathway.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>4 teachers x 1day x 8 hours x \$23.16 = \$741.76</p> <p>Extended contracts for teacher leaders: 8 leaders x 30 days x 1 hour per day x \$23.16 per hour = \$5,558.40</p>	<p>10th Grade Team Summer Planning Retreat:</p> <ul style="list-style-type: none"> AP Biology, Chemistry, Humanities, and Advanced Algebra teachers meet for one day in the summer to revise the HIV/AIDS integrated project (since Chemistry and AP Bio will be new courses replacing Health & Bioscience and Advanced Biology). <p>Regularly Scheduled Departmental and Grade Level Meetings (twice a month):</p> <ul style="list-style-type: none"> Regularly meet with site leadership to coordinate the integrated projects within the pathway throughout the year. Ensures alignment with the Habits of Mind so that projects “involve critical thinking and problem solving”. <p>Regularly Scheduled Common Planning Time (PD):</p> <ul style="list-style-type: none"> Collaboratively share best practices in collaborative strategies and coordinate observations of those strategies. <p>TGDS (Teacher Growth & Development System):</p> <ul style="list-style-type: none"> Continue to implement TGDS as one method of providing feedback and teacher growth in framing teacher observations that are integrated into the pathway theme. 	<p>To revise integrative projects that fit a course sequence that is significantly more rigorous in order to increase high school students’ readiness to succeed in college and career.</p> <p>To continue to plan and implement integrative projects and public defenses at the 10th and 12th grade levels so that they “Standards-based, project or problem-based learning that they “integrate academic and technical content, align with the pathway theme, and involve critical thinking, problem solving and production of services.”</p> <p>To continue to support teacher growth and development in sharing best practices through observations and cycles of inquiry in PD.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric

Self Assessment:

Program of Study & Master Scheduling:

- **Pathway Theme (Excelling & Sustaining):**
 - “Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs.”
- **Integrated Core (Meeting & Advancing):**
 - “Integrates the majority of academic and technical coursework in all grade levels.”
 - “Is aligned to grade level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements.”
- **Cohort Scheduling (Meeting & Advancing):**
 - “Ensures nearly all pathway students participate as a cohort in the pathway’s academic and technical courses.”
 - “Ensure that most grade-level teachers share a common prep period.”
 - “Ensures flexible use of time and instructional methodologies that enable pathway students to participate in multidisciplinary projects.”

Reflection:

- **Pathway Theme:** Life Academy's theme was selected over a decade ago based on long-term regional workforces needs, teacher expertise, and other pathways that were offered within district. We really need to work on how to integrate postsecondary and industry partners in reviewing curriculum development so that it is aligned to industry standards. We plan to use Measure N funding to hold a summer planning retreat for the Internship Lead Teachers in order to ensure the purposeful integration of Industry partners and the Peralta Colleges is aligned for next year.
- **Integrated Core:** Life Academy's Health & Bioscience theme is integrated in most integrative projects throughout each grade level, however the technical coursework is only integrated into two classes at the moment (Medical Assisting and Health & Bioscience). One of the primary goals of the Internship summer planning meeting will also be to integrate more technical skills throughout courses in the science department so that the scope and sequence of those skills is scaffolded throughout the pathway.
- **Cohort Scheduling:** In the past, students have been tracked in their math classes depending on their skill levels coming into the Academy. This coming year, we plan on changing the course sequence and offer a combined Geometry/Algebra course to all 9th graders so that 100% of students are on the AP Calc track starting next year. We will need Measure N funding for some much-needed summer planning time for the four teachers who have taught the rising 8th graders, the two teachers, who will be teaching the course, and a Master teacher of Geometry and Algebra who can help plan points of integration in the curriculum.

Budget	2015-16 Planned Activity	Anticipated Outcome
2 day retreat x 8 hours per day x 3 people x \$23.16 = \$1,112.64	Summer Planning for Internship Leadership Team: <ul style="list-style-type: none"> ● Academy Direction, CTE Teacher and Internship Coordinator meet over the summer for two days to plan integration of industry and postsecondary partners in the pathway. 	To plan for the integration of both industry and postsecondary partners in the alignment of the pathway theme to industry standards within both the curriculum and pathway design.
5 day retreat x 8 hours per day x 4 people x \$23.18 = \$4,300.	Math Department Summer Planning for new pathway courses to alleviate tracking in pathway math courses. <ul style="list-style-type: none"> ● Four teachers will participate collaborative planning time this summer in order to create the new double math block (Algebra/Geometry) course to alleviate tracking in math for all 9th graders coming into the pathway. 	Creation of the new 9th grade double math block of Algebra and Geometry to alleviate tracking and ensure equal access to all AP courses.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self Assessment:

Work Based Learning:

- **Types of Student Experiences (Developing & Approaching):**
 - “Provides many students with a personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation.”
 - “Hsa a plan of sequenced WBL experiences.”
 - “Has WBL opportunities at each of the pathways grade levels for all students.”
- **Pathway Outcomes (Developing & Approaching):**
 - “Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade.”
- **Pathway Evaluation (Developing & Approaching):**
 - “Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences.”
 - Is developing a plan to evaluate the impact of WBL experiences.”

Reflection:

- **Types of Student Experiences:** Life Academy has had many WBL experiences in place for many years, including an internship fair that all 9th and 10th grade attend to help them select their internships based on needs of industry partners and students’ postsecondary interests, a supervisor’s brunch to reflect on the beginning and mid-year practices and troubleshoot any issues, and a Senior Defense that incorporates the internship experience. However, the alignment and rigor of the WBL experiences with technical and academic courses. We have realized it this year more than ever, that we need to revisit the WBL experiences and postsecondary preparation in our course sequence and are planning on revising the student experience in the 10th-12th grades in their science pathway courses. In the 10th grade, students will now be taking AP Biology (in lieu of Advanced Biology) and Medical Chemistry (in lieu of Health & Bioscience class). We would like to use a portion of Measure N funds for planning time for our CTE teacher in order to plan the curriculum for this course that will be integrated into the 10th grade Defenses and WBL experiences as well as introduce rigorous physical science curriculum earlier in the course sequence. In the 12th grade, students will have the option to take a Medical Assisting class that has currently been approved for dual enrollment. However, to ensure that this dual enrollment is implemented correctly with collaborating with Peralta Community college’s team, we would like to also use Measure N funds for the development during the summer of this alignment to ensure students are adequately prepared for the technical skills required by the Medical Assisting program. This collaboration and planning time will also ensure that our postsecondary partners will be able to provide timely and quality level input of student WBL experiences and opportunities.
- **Pathway Outcomes:** Life Academy’s WBL experiences currently live primarily in one or two classes per grade level, however with further summer planning, we would like to ensure that all WBL experiences support student progress toward attaining the student outcomes. We would additionally like to use our summer planning time to revisit and revise those outcomes to ensure that we are working towards a common goal for pathway students.
- **Pathway Evaluation:** Life Academy has actually designed with the CHAMPS program the Internship Habits rubric that is used to assess students on their professionalism and the quality of their work-based learning experiences. However, with transition in the leadership of internship coordinators, this practice has been lost and now needs to be revisited. We hope to have this as an additional outcome this summer in order to ensure that the quality of the program backed up with data-driven practices.

Budget	2015-16 Planned Activity	Anticipated Outcome
70 hours x \$23.18 = \$1622.60	Summer Planning for new Medical Chemistry Course: <ul style="list-style-type: none"> ● CTE Teacher will spend time developing a new Academy Pathway course that will increase the level or rigor earlier on in the pathway experience so that students are exposed to physical sciences earlier in the health field. 	To develop the curriculum for the new Medical Chemistry Pathway course in the 10th grade so that it integrates WBL experiences and prepares students for challenging postsecondary opportunities.
20 hours &	Realign Medical Assisting curriculum to Community	To realign Medical Assisting curriculum with

<p>\$23.18 = \$463.60</p>	<p>College for dual enrollment purposes:</p> <ul style="list-style-type: none"> • CTE teacher will collaborate with Peralta Colleges MA staff in order to ensure the course is rigorous and on par with courses at the college level. 	<p>Peralta Community Colleges so course is aligned with postsecondary credit.</p>
<p>Already included in budget above</p>	<p>Summer Planning for Internship Leadership Team (Measure N Strategic Planning Committee):</p> <ul style="list-style-type: none"> • Academy Direction, CTE Teacher and Internship Coordinator meet over the summer for two days to plan integration of industry and postsecondary partners in the pathway. 	<p>To plan for the integration of both industry and postsecondary partners in the alignment of the pathway theme to industry standards within both the curriculum and pathway design.</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>Self Assessment:</p> <p>Personalized Student Support</p> <ul style="list-style-type: none"> • Support of Student Needs (Developing & Approaching): <ul style="list-style-type: none"> ○ “The pathway team assumes collective responsibility for getting to know all pathway students.” ○ “The pathway team collaborates to identify student academic, personal, and socioemotional needs.” ○ “The pathway team provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students.” ○ “The pathway team communicates with families regarding the interventions provided to students.” • College and Career Plan (Beginning & Designing): <ul style="list-style-type: none"> ○ “Cooperate with counselors to assure that students complete a 4-year high school plan. ○ “Share their personal knowledge about college and career options.” ○ “Provide or arrange periodic college and career exploration activities for students.” <p>Reflection:</p> <ul style="list-style-type: none"> • Personalized Student Support: Life Academy’s does do a lot to support students’ needs, however since many Life Academy teachers wear multiple hats, it is often that our students with the highest needs slip through the cracks. With so many of its pathway teachers working at full capacity, we have struggled with identifying a one particular person who who really know students academically, personally, and have identified their socioemotional needs and owns the implementation of personalized supports. We would like to propose using Measure N funds to create a Community Relations position who would create and establish structures and processes through COST referrals and SST’s that help support students, provide culturally responsive interventions, and engage in families and leverages community, school, and district services to ensure all student needs are met in the pathway. • College and Career Plan: Life Academy has struggled the most in this particular category. Currently, students’ college and career plans are housed in two places that are not working in conjunction with one another; Advisory and with the College and Career Information Center (CCIC) through a partnership with the East Bay Consortium. However, this partnership is disjointed and really only looks at one grade level - seniors (who have the most immediate needs). We would like to propose using Measure N funds to improve in two areas to ensure that every student has a career goal and a plan to reach those goals through increasing funding to the CCIC to hire additional counselors who can work with Advisors (staff) at least four times per year prior to meeting with student’s parents in order to help create a long-term plan that all stakeholders are involved with and that begins earlier than the senior year and to revise that plan as they grow. Furthermore, to improve the college-exploration experience at an earlier age, we would also like to use additional funding for a 10th grade trip to UC Merced (to explore a UC that is not in the Bay Area) and an 11th grade trip to southern California that incorporates a visit to at least four different types of colleges - at least one private school, at least one large public university (probably UCLA), at least one California State school, and at least one community college. Through providing these experiences before the senior year, we hope to empower students to make informed decisions to successfully navigate the transition to postsecondary options.

Budget	2015-16 Planned Activity	Anticipated Outcome
.4 FTE \$20,000	<p>Community Relations Position:</p> <ul style="list-style-type: none"> The creation of this position, will really help coordinate how all students are served, especially those with the highest need in order to have more close case management and support to community services.. She will help implement efficient structures and processes (like COST meetings and referrals and SST's) in order to ensure that our highest need students receive services that support student success. 	<p>Coordinate with all parties (teachers, parents, community partners, and industry partners) to implement efficient structures and processes (like COST and SST's) to ensure all students, even those with the highest need, receive appropriate and timely interventions and services.</p>
\$10,000	<p>CCIC:</p> <ul style="list-style-type: none"> Increase the level of services and integrate with the new college counselor so that all students have a living college and career plan that is highlighted at parent conferences and used with the advisors. The CCIC will work with the counselor to create a collaborative counseling model that supports students from grade 9-12 with a robust college and career plan. They will analyze the district's tools and other options used by schools to identify best practices for Life Academy. 	<p>Collaborate with staff at least four times per year (quarterly) so that all students have a long-term college and career plan that is realistic, rigorous, and is revisited over time by the Advisory.</p>
\$10,000	<p>Increase College Tours for 10th and 11th Grade College Students:</p> <ul style="list-style-type: none"> 10th Grade Trip: Visit UC Merced to show what a tier 3 UC looks and feels like to a sophomore as this years college admissions were significantly down across the state and this is a great option for Oakland students. 11th Grade Trip: Visit at least four different types of colleges - at least one private school, at least one large public university (probably UCLA), at least one California State school, and at least one community college so that students can see and feel different types of college experiences in order to make informed choices.. 	<p>To provide first-hand experiences at California colleges prior to Senior year so that students feel empowered to make informed decisions to successfully navigate the transition to a postsecondary option that is right for them and increase the rates of students attending these schools.</p> <p>To integrate these experiences and students reflections and impressions into the living college and career plan that is held by Advisors and the CCIC.</p>



**OAKLAND UNIFIED
SCHOOL DISTRICT**
Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	Lighthouse Community Charter High School	Principal	Yanira Canizales, Head of School
Pathway Industry Areas:	College and Career Readiness	Principal Phone:	510-562-8801
School Address	444 Hegenberger Rd. Oakland, CA 94621	Principal Email:	Yanira.canizales@lighthousecharter.org
School Phone	510-562-8801	School Fax:	510-271-8803
2015-16 Enrollment (9-12)	275	Anticipated Grant* (\$200) x enrollment.	\$55,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
133	118	87%	9%	3%	79%	89%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
10%	0%	2%	82%	1%	3%	2%	1%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Jenna Stauffer	Director of Strategic Development
Brandon Paige	Director of Finance

Sherene Judeh	Director of Instruction (9 – 12 th grade)
Yanira Canizales	Head of School

School Vision:

Mission

The mission of the Lighthouse Community Charter School is to prepare a diverse, K-12 student population for college and the career of their choice.

In order to achieve our mission, Lighthouse Community Charter School has committed to five priorities in its school design:

- High Expectations for All Students
- Deep Learning Through Rigorous Curriculum
- Serving the Whole Child
- Family Involvement
- Professional Learning Community

Vision

At Lighthouse, we know that the students and families we serve have the potential to create narratives that will lead them towards a bright future. Our work as a school is to create an environment that allows them to develop this potential, which will also positively impact their families and the the larger Oakland community.

We believe that a high quality education for traditionally-underserved students is a vital remedy to generational poverty and societal dysfunction. When students have access to the tools and knowledge to succeed in college, they will lead more economically stable lives, will have a strong sense of identity, and will be more engaged in the life of their community — leading to a more healthy, joyful, educated society.

We are dedicated to carrying out our mission in the complex and vibrant city of Oakland, California, but we also believe that it is our imperative to share best practices beyond our walls and be a dynamic learning organization to best serve our community, city, and nation.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

EDUCATIONAL PHILOSOPHY AND CORE PRACTICES

We have designed a program for our schools aligned to the tenets outlined above, that incorporates proven methods of instruction design to fulfill our mission. This program will serve all students – including youth with exceptional needs, English language learners, and students who require extra support to achieve pupil outcomes. The underlying philosophy and core practices within each tenet are detailed below.

Tenet 1 - High Expectations

Philosophy

To prepare students for the college or career of their choice, LCCHS believes students must develop their knowledge and skills in the following areas:

- Core character traits, including respect, responsibility, compassion, collaboration, communication, courage, curiosity, persistence, integrity and reflection.
- The conventions of language and computations of mathematics.
- Critical reading, strategic writing, and effective communication.
- Mathematical reasoning, problem-solving and computation across all strands: Number Sense, Algebra and Functions, Measurement and Geometry, Statistics, and Data Analysis, and Probability.
- The practices and skills of a scientist and engineer, including asking questions, designing a controlled experiment, collecting data, analyzing data, and using formal scientific communication.
- The skills of a social scientist, including research and evidence collection, analyzing perspectives, interpretations, connections and patterns, as well as supposition and determining importance.
- A deep understanding of core scientific and social studies content that will provide them with the cultural capital to enter and succeed in college.
- The ability to express themselves through service and the arts.
- The knowledge and skills necessary to improve their physical fitness and make informed choices about their personal wellness.
- Technological fluency.

Core Practices

LCCHS aims to support all students in mastering these high expectations, in order to achieve the mission of college and the career of their choice. To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels will be represented and where many students are not completely equipped to meet these expectations independently, the charter school will provide flexible intervention and supports under the Response to Intervention (RTI) model. These may include but are not limited to the following proven practices at LCCHS:

- **College Mindset and Habit Development** - Students are actively supported in developing a growth-mindset and academic habits that will support them in college. Development of these college behaviors starting at an early age is critical to our practice and mission: we not only want to get students to college, but also through college. Students are immersed in a college preparation environment that teaches them to develop their own:
 - Goal setting and monitoring, through the ILP process.
 - Agency through coaching students to access resources through elective selection, academic support centers, and office hours.
 - Ability to organize themselves and manage their time to achieve long term goals.
 - Pride in achievement by recognizing students who have achieved at a college ready level and modeled the guiding principles.

- College knowledge through campus visits, college fair visits, admissions officer visits, personalized college counseling , access to college preparatory resources online (Guided Path) and alumni panels.
- Compelling admission profile by studying admissions requirements, conferring with our college counselor, and being required to complete all components of an application as part of their core academic program.
- Lighthouse will support the college persistence of its alumni by providing ongoing counseling to its graduates (academic, socio-emotional, financial) as well as personalized college coaching to select students through a partnership with Beyond 12.
- **Mixed-Ability Core Classrooms** - Building a learning environment where every student's abilities are valued, mixed-ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.
- **Differentiated Instruction** - To meet the needs of mixed-ability classrooms where many language backgrounds and ability levels are represented, teachers utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet the needs of each student. Some strategies for differentiating instruction may include independent projects, literature circles, stations, and interest groups.
- **Individualized Learning Plans** - Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. The process of developing the ILP is student-driven and includes parent voice. ILPs detail a student's academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student's ability to succeed in school. Teachers refer to the ILPs on a consistent basis throughout the school year to assess a student's progress toward his or her goals. The ILP is also used as a tool to discuss progress and goals with families.
- **Authentic Assessment** - Authentic assessment measures like projects, portfolios, EXPOs, and passage presentations not only serve as a means to evaluate our students at LCCHS, but also as an educational practice that helps foster learning and drive instruction. These assessments also allow students to engage in timely topics in a public, and sometimes change-making capacity. Simply put, at LCCHS, authentic assessment methods are both a process and a product of teaching and learning.
- **A Process of Revision** - In addition to being authentic, students always have access to assessment data and have the opportunity to revise work to meet articulated expectations. LCCHS maintains an online assessment database that students can access to identify what work is not meeting expectations. This places the ability to revise in the hands of the students, empowering them to reflect on and increase their learning. This process also allows students to see the value of persistence and to honor their personal and intellectual growth.
- **Use of Formative and Interim Assessments to Inform Instructional Modifications and Interventions** - LCCHS utilizes a variety of formative and interim assessments with the intent of collecting real time academic achievement data. These assessments are detailed in length in Element C of this charter. This data is used to achieve two specific and unique goals:
 - Delineate content and skills that needs to be re-taught, and
 - Identify specific students and groups of students who need academic intervention.

- **Flexible Intervention** - LCCHS has learned that there is no single intervention program to support the diverse needs of our student body. Rather, we have a robust process for evaluating need, collaboratively devising intervention strategies for individuals and/or small or large groupings of students. Intervention includes, but is not limited to:
 - Differentiated instruction within the core classrooms, utilizing small group instruction to provide targeted support
 - Small group teacher-led intervention during the school day, during the elective time across 9-12
 - Teacher office hours to support small group learning
 - An extended day program, to provide additional individual and small group tutoring and support
 - A yearly schedule that provides for intensive intervention on a quarterly basis (fall, winter and spring inter-sessions)
 - Summer intervention programs, as resources permit
 - Targeted academic and social support for students who are struggling (i.e. students new to Lighthouse, students previously retained) and specific areas of struggle (i.e. reading intervention)
 - Tailored curriculum and support for high stakes areas, in particular the California High School Exit Exam (served through a modified 10th grade Crew curriculum)
 - Coordination with outside programs to meet student academic, social, and emotional needs
 - Targeted student to student tutoring
 - Restorative practices that allows students to receive community support with areas of social, emotional, and academic struggle
 - Social and emotional intervention and counseling

Tenet 2 - Rigorous Curriculum

Philosophy

Lighthouse Community Charter High School's curriculum is strategically aligned with state and national standards, including the Common Core, linking specific content matter to big ideas, so that depth leads to breadth. By focusing on one area of study for an extended period of time, the curriculum promotes universal access to the curriculum, deep understanding of content, long-term retention of the material, and the development of higher order thinking skills. Indeed, research confirms that such forms of focused, inquiry-based learning help support the diverse needs and multiple intelligences of all learners, thereby enhancing student interest, increasing student engagement, and improving student achievement.

In addition, we believe that making learning meaningful for all students necessitates the implementation of a stimulating curriculum and an engaging pedagogy. Indeed, students cannot be forced into academic achievement – rather, they must be motivated to learn by what they are studying and how they are taught. So as we follow the state content and performance standards in each of our LCCHS academic classes, we strive to do so in a manner that provides access to the curriculum for all students.

Core Practices

Key aspects Lighthouse Community Charter High School's curriculum include but are not limited to the following:

- **Inquiry-Rich** - LCCHS curriculum development focuses upon being inquiry rich and including rigorous questions, experts, fieldwork and authentic contexts when appropriate. This is flexible enough to be applied across content areas while valuing curricular depth.
- **Real World** - LCCHS curriculum integrates fieldwork, experts and public showcases. These practices help students relate their learning to a real experience, extend their connections within their community and evaluate their work against professional standards. When appropriate, career connections are made to content, helping inform students of their future choices.
- **Community Involvement** - Students at Lighthouse Community Charter High School are actively involved in their communities through fieldwork, internships, and service learning opportunities. Often, these experiences are coordinated by students and integrated into academic classes, crew, and extracurricular activities. These experiences help students apply their learning to real-life situations while having a positive impact on their families, friends, and neighborhoods.
- **Authentic Assessments** - Performance assessments that are aligned to Smarter Balanced Assessment Consortium (SBAC) will provide the backbone of Lighthouse Community Charter High School's assessment systems. Additionally, the products of curriculum will often serve as authentic assessments of student content knowledge and process skills. For example, in an art class students showcase their final work not only in a school gallery, but ideally in a professional setting outside of school. Moreover, through presentations of these products in EXPOs, portfolios, and ILP meetings, students are motivated to take responsibility for the substance, form, craft, and impact of their work.
- **Junior Internships** - All juniors participate in internships that provide them with opportunities to integrate academic learning and real world experience. Beyond the application of knowledge and technical skills, these internships will promote career exploration and character development by placing students with mentors who model professionalism and civic responsibility. Each internship will culminate in a final project that demonstrates the integration of core academic knowledge, vocational training, life-learning skills, and the school's guiding principles.

Senior Projects - During 12th grade, all seniors will design, develop, and carry out a project on a topic of interest to them. Approved projects must demonstrate intellectual curiosity, an ability to conduct and synthesize academic research, the capacity to leverage resources and support in school and the wider community, clear communication of ideas, and effective management of time and resources. Project approval and manifestation is a rigorous multi-step process.

Tenet 3 - Serving the Whole Child

Philosophy

At LCCHS, we believe that we must support and foster a student's social, emotional, and physical health needs if they are to achieve our high expectations. We also believe that if we are truly going to prepare students for life outside of school, that they must be active citizens equipped with a moral compass, life

purpose, skills for coping with conflict and adversity, and strategies for being healthy and well through every aspect of their life.

Core Practices

Lighthouse Community Charter High School employs a variety of practices to support development of the whole child. These practices will evolve based on student need and available resources, but may include the following proven practices from LCCHS:

- **Family Involvement** – Students are viewed within the context of their families and LCCHS works to involve their families in many ways. Teachers are in regular contact with families through notes, phone calls, and conversations. In addition, school structures such as Back-to-School Night, ILP meetings and EXPOs ensure that all families are involved in their children’s education. Families are also encouraged to actively participate as community members through Crew Parents, Coffee Tuesdays, and other family-led events.
- **Character Development** – Students’ emotional and social growth is supported through the teaching of the LCCHS Guiding Principles, as well as through the use and teaching of Restorative Justice practices. These Guiding Principles are Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection. These principles and restorative practices, and skills are developed during specific parts of the school day (i.e. Community Meetings, Crew) as well as embedded into curriculum and the daily facilitation of the classroom and school community. Building a strong school culture is critical as it allows students to feel physically and emotionally safe at school and that allows all students to reach our high expectations.
- **Small Class Size** – A low student to teacher ratio promotes strong interpersonal and instructional relationships between students and staff. By knowing students well as both learners and individuals, teachers strengthen the community fabric of the school. In addition they are empowered to employ more personalized and strategically directed teaching strategies to better meet student needs. When teachers know student backgrounds, strengths, and challenges well and when students feel a “part of a community,” student achievement rises.
- **Crew** – In 9th – 12th grades, Crew (commonly known as advisory) exists to ensure that each LCCHS student continues to have a strong relationship with at least one caring adult at the school. The crew leader is charged with coaching students in setting SMART goals, developing effective strategies to achieve designated goals, as well as maintaining consistent communication with families. These goals are revisited at least three times each year at Individual Learning Plan (ILP) meetings (see below). Taught in small groups, the Crew curriculum integrates students into LCCHS’s culture, specifically the Guiding Principles, Restorative Justice practices, and our academic expectations. It becomes the forum for reinforcing rituals, celebrating achievements, providing a space to repair relationships, and building community. To achieve these small groupings, nearly all LCCHS staff in 9th - 12 grades assume the role of Crew Leader in addition to their core responsibilities.
- **Individual Learning Plans** – Every student at LCCHS has an Individualized Learning Plan (ILP) that is collaboratively created with the child, his or her family members, advocates, teachers, and where appropriate, administrators. Meetings to create the ILP are typically student-driven, as early as Kindergarten. ILPs detail a student’s academic, as well as social, emotional, and physical strengths and challenges and detail strategies to improve a student’s ability to succeed in school. Teachers and students refer to the ILPs on a consistent basis throughout the school year to assess progress toward a student’s goals. Students revisit their ILP goals on a regular basis.

- **Fitness & Wellness** – We support the physical health and growth of students through sports, physical and health education, and a healthy breakfast and lunch program. In addition, our after school program fosters physical health, as well as teamwork and character building. A school garden, as resources and space allow, will help connect students to the food they eat, while instilling a sense of service to the environment.
- **Counseling** – Counselors may work with students who are most in need of extra support in the areas of social and emotional health. The counseling staff works across settings, based on the needs of the students – whole class, small groups, individual students, and families.
- **Family Support Services** – As needed to support our at-risk students, LCCHS may work in conjunction with outside agencies to provide a consistent home environment and mentoring services. The agencies include but are not limited to Kinship, Family Paths, Alameda County Mental Health, and the Seneca Family of Agencies.
- **Coordination of Services Team (COST)** – When further intervention and/or support strategies are needed, a COST is formed. The COST process is discussed in depth further in Element A.

Tenet 4 - Family Involvement

Philosophy

Deeply involving families in the education of their child, as well as in the life and community of the school, is a vital and integral part of what we do. The U.S. Department of Education research has found that what the family does to support the education of their child is more important to student success than family income or education. We believe thoughtful and inclusive family involvement can:

- **Increase Student Achievement** – Family involvement can lead to increased accountability and achievement. Teachers who have open lines of communication with parents have a partner in holding students accountable to LCCHS's high academic and behavioral outcomes.
- **Build Relationships** – Involving families and getting to know them builds trust. This relationship is essential when the “going gets tough.” Strong family relationships, built on trust and respect, ensure teachers and administrators will have the help when they need it.
- **Support the Mission and Vision of the School** – Parents provide input and feedback that is important to the school community. This input and feedback, along with family-led implementation, ultimately makes the school stronger. Parents who are involved at the school, satisfied with the education their child is receiving, and who have a strong understanding and commitment to what LCCHS does are advocates in the wider community and are more likely to give back to the school.

Core Practices

To support family involvement, Lighthouse Community Charter High School provides multiple methods and entry points to meet the diverse needs of our families. There are six events that parents are required to attend and may be a variety of optional opportunities to support involvement.

Expected Family Involvement

Lighthouse Community Charter High School has established the following events to ensure that all families are involved and supported in understanding the school life and academic progress of their child. While we do not have punitive consequences for parents and/or students who do not attend, these events are a part of the fabric of the school and the expectation is that a family member of students attend which they do:

- **Individualized Learning Plan Meetings** - Three times per year (Fall, Winter, and Spring), parents and students are required to attend ILP meetings to discuss their child's progress academically, socially and emotionally. The student, family and teacher collaboratively develop individual student goals.
- **EXPO of Student Work** - Twice per year, parents are required to attend Expos of Student Work to celebrate joys and successes of their individual child and their child's crew.
- **Back to School Night** - Back to School Night provides teachers a chance to introduce families to Restorative justice practices, their classroom specific policies and curriculum and to build community amongst parents.

Optional Family Involvement

In addition, there may be several optional events that families and teachers can engage in to deepen and further develop their collaboration. Dependent on community need and funding, these may include but are not limited to the following:

- **Home visits** - Teachers are encouraged to conduct home visits of their students, to get to know families and establish trust. Administration provides translation support and stipends, resources allowing.
- **First Fridays, Performances, Publishing Parties, and Potlucks** - Teachers aim to initiate at least one activity that invites families into the classroom per semester.
- **Coffee Tuesdays** - On Tuesday mornings, families are invited to join in a workshop focused on supporting their students or their family's academic, social, and/or emotional development. Guest presenters are brought in to provide expertise in specific areas.
- **Family Learning Nights** - The school administration with the help of the Crew Parents hosts Family Learning Nights that feature workshops and speakers on various topics pertinent to our families' needs.
- **Crew Parent Representatives** - Crew parents form the parent leadership of the school. They receive training for how to organize and involve their fellow parents, provide input into key school decisions and issues, and plan parent and community events that help foster parent to parent relationships.
- **Work Days** - Throughout the school year, parents come into the school to help clean, organize, and repair the physical plant of the building.

In addition, LCCHS has a Family Resource Center (FRC), a place for parents to build a strong social network and share needed resources. The FRC also functions as a place where parents frequently drive the agenda to create and implement programs that are requested and needed in the community, such as technology education, family literacy, parenting teenagers, and other pertinent topics. To date, the Family Resource Centers at LCCHS has offered language classes, STEM education classes for parents, specialized classes to support parents of at-risk youth, classes to support families in understanding the school and state reporting systems, and numerous college information events.

Tenet 5 - Teachers as Learners

Philosophy

At LCCHS we believe that having a strong Professional Learning Community is essential to our success in achieving our mission. Deeply rooted in research, it is our belief that we must have a Professional Learning Community that is:

- **Focused on Learning** - academic, social, and emotional - as that is at the core of our mission. This inquiry brings educators together to reflect, discuss practice, analyze data, make action plans, and investigate new strategies.
- **Supported by a Collaborative Culture** - in which adults work together in pursuit of our mission. A majority of LCCHS professional development is conducted in teacher-led teams, focused on adult learning needs and prioritizing student outcomes. We believe the character traits we expect of our students are also the ones we should expect of ourselves in our Professional Learning Community. These norms are as follows: Respect, Responsibility, Compassion, Curiosity, Integrity, Collaboration, Communication, Courage, Persistence, and Reflection.
- **Goal-oriented** - so that individual educators, teacher teams, and the school as a whole have a clear understanding of the vision for the school and the incremental steps we can take together in meeting that vision.
- **Data-driven** - providing and analyzing relevant information to inform instructional and institutional decisions.

Core Practices

LCCHS utilizes a variety of core practices to provide flexible and differentiated professional development for its staff. These may include but are not limited to the following:

- **Common Planning Time** - Weekly planning time for grade level and/or content area partner teachers to develop and refine curriculum.
- **Inquiry Groups** - Groups where teachers investigate which instructional practices yield the highest quality student work and best accelerate student achievement. The goal is to continuously improve instructional practices that in turn yield increased academic outcomes.
- **Grade Level Meetings (9-12)** - Time for teachers to work together with a lead teacher as facilitator to support the development of a strong staff and student culture. This is also a space to ensure that the academic, social, and emotional needs are taken into account across the school community.
- **Wednesday Professional Development** - Early release day for a common professional development experience. The focus of this work adjusts each year to meet the needs we are seeing in our school community.
- **Professional Development Institutes** - Pupil-free weeks in which teachers collaborate to design and refine curriculum, create assessments, and explore topics of inquiry derived from student achievement data. They also collaborate with families to support the individual learning goals of their students.
- **Instructional Coaching & Model Classrooms** - Directors of Instruction and Peer Coaches work with teachers in cycles, to support them in an area of their instruction. This support may include modeling, resource and research provision, observation of model classrooms, collaborative planning, observation of own practice, and debriefing.
- **Mentoring** - Pairing of a veteran teacher with each teacher new to Lighthouse to support them in specific Lighthouse practices, including but not limited to, Backwards Planning, teaching the Guiding Principles, Interim Assessments, Portfolios, Individual Learning Plans and Meetings, and Progress Reports and grading and communication systems.

Outside Professional Development - As appropriate, in alignment with areas of school need.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	4	<i>Rigorous, Relevant, and Integrated</i>	3
<i>Leadership Configuration</i>	3	<i>Collaborative Learning</i>	3
<i>Distributed Leadership</i>	4	<i>Teacher Shared Best Practice</i>	3
Equity		<i>Teacher Collaboration Time</i>	3
<i>Open Access & Equitable Opp.</i>	3	<i>Teacher Professional Learning</i>	3
<i>Diverse Student Representation</i>	4	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	4
Program of Study/Master Schedule		<i>College and Career Plan</i>	3
<i>Pathway Theme</i>	2	Work Based Learning	
<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	4	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	3

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric		
Lighthouse's pathway to college and career readiness is clear. Our mission and vision directly align to the pathway our students are on. Teachers, staff, parents, and students collectively own this mission and decisions are made with the mission and vision at the center. In addition, leadership is distributed to the entire team through a variety of teacher leadership opportunities, such as inquiry group leader, model classroom teacher, etc.		
Budget	2015-16 Planning Activities	Anticipated Outcome
\$10,000	Monitor college-going rates and college-completion rates. Pilot and assess alumni mentoring programs in partnership with Beyond 12. Interview alumni to study themes of how Lighthouse can improve the college-preparedness of its graduates.	Increased college completion rates.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Lighthouse's mission is grounded in high expectations for all students and the Lighthouse pathway is open to all students regardless of race, ethnicity, gender, sexual orientation, socioeconomic status, special needs or prior academic achievement. Groupings are heterogenous throughout the entire school. Our admissions policies ensure anyone who applies is accepted and a waiting list is maintained. While our student population is predominantly Latino, we recruit students from every neighborhood and have put a particular recruiting focus on African-American families.</p> <p>School culture is at the center of ensuring a learning community through which students can excel academically.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000	Pilot and assess a 9 th grade bridge program – development of a robust culture building experience for all 9 th graders, instilling a culture of “college-goingness”	Accelerated learning for all 9 th graders. Less out of class time for new to Lighthouse 9 th graders. Increased student satisfaction measured by SCAI.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Lighthouse has not identified a particular industry-themed pathway program of study. Rather, the pathway has the theme of allowing students to have access to rigorous academics, personalized supports while finding their passion through exposure to various career options. A definite area for growth, the team will study how work-based learning and integration of real-world technical skills can be more fully realized in the educational program at Lighthouse.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$25,000	One-on-one college counseling for all 11 th and 12 th graders. Add components of college counseling to 9 th and 10 th grade crew	Increased number of students choosing a “just-right” college, as measured by staying in college for 2 years.
\$10,000	Pilot and assess college visits	Increased student excitement for applying to college. Increase in the number of applications submitted and scholarships submitted.
\$0	Design team meets monthly to discuss pathway development, analyze needs and data trends.	A strategic 3-year pathway plan.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric
<p>Lighthouse has an internship program for juniors to explore workplace learning. We maintain several partnerships with companies and businesses spanning a wide range of occupations for students to access and to draw in volunteers. Lighthouse can grow in the areas of integrating work-based learning across all grade levels.</p>

Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000	Pilot a career week for all high school students to experience	Students are exposed to and inspired by a variety of careers

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
One of Lighthouse's strengths is supporting individual students academic, social, emotional and physical health goals. We analyze data on a student and cohort level in order to push student achievement ahead.		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$0	NA	NA



OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	Lionel Wilson College Preparatory Academy	Principal	Michelle Cortez
Pathway Industry Areas:	To be determined during the planning process based on stakeholder research	Principal Phone:	415.694-2300
School Address	400 105 th Ave, Oakland, CA 94603	Principal Email:	Michelle.cortez@aspirepublicschools.org
School Phone	(510) 635-7737	School Fax:	(510) 635-7727
2015-16 Enrollment (9-12)	284 HS	Anticipated Grant* (\$200) x enrollment.	\$56,800

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
55%	45%	95%	96%	11%	18%	94%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
2%	n/a	n/a	96%	n/a	n/a	2%	n/a

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Michelle Cortez	Principal
Erika Malinoski	Lead Math Teacher
Eva Kellogg	Dean of Instruction

School Vision:

Lionel Wilson College Preparatory Academy embraces Aspire's vision that every student is prepared to earn a college degree. As such, Wilson Prep strives to:

- Increase the academic performance of underserved students,
- Develop effective educators,
- Share successful practices with other forward-thinking educators; and
- Catalyze change in public schools, especially those serving low-income communities.

Mission:

Lionel Wilson College Preparatory Academy aspires to be a community of lifelong learners who honor integrity, courage, and intellectual curiosity. In the spirit of Lionel Wilson, we consciously commit ourselves:

- To unearth the potential through the development of unique gifts, talents and passions.
- To nurture dreams by challenging and expanding the comfortable limits of thought, creativity and self-worth.
- To cultivate a safe environment that embraces the diversity of all human kind.
- To inspire active participation in our local and global communities.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Wilson Prep and Aspire Public Schools are committed to 100% 4-year college acceptance for its graduates. Wilson Prep's College for Certain culture organizes instruction, school structure, learner experiences, and rituals. All learners must take a rigorous college preparatory curriculum such that 100% of graduates fulfill A-G requirements and are accepted to a 4-year college. Even with such rigorous requirements, the cohort graduation rate has been over 90% since 2008. Learners are required to take community college classes in high school.

Another signature of Wilson Prep is the feeling of family. Learners are organized into advisories of 12-18 learners led by one adult who stays with the learners until they graduate and provides mentoring and advocacy. Close collaboration between grade level teachers, advisors, the college counselor, and education specialists, ensure that learners do not fall through the cracks. Student led conferences with parents, along with regular family meetings and bi-weekly progress reports, keep families informed of their learner's progress, as does an open door policy where families are encouraged to visit classrooms and teachers are encouraged to contact families. Staff work to get to know learners on an individual level, a process aided by small grades of 60-90 learners, staff led extracurricular activities, and regular staff office hours and tutoring. Alumni are involved in the school, helping lead extracurricular activities and returning during Saturday School to share their college experiences. An annual retreat / field day helps the school develop a sense of cohesion and team work. Bi-weekly town hall assemblies end with learners calling out the school motto "College? Claro!"

Staff members at Wilson Prep are dedicated, hardworking, and committed to providing a rigorous, college ready curriculum. Aspire Public Schools provides regular interims and professional development time is set aside for teachers to analyze interim data and plan to adjust instruction. Aspire coaches help teachers adjust

curriculum resources to meet the individualized needs in the classroom. With the transition to Common Core, the math departments across Aspire have adopted the CPM curriculum. Other departments are developing network-wide curriculum based on the expertise of master teachers across the network. Aspire has a formal teacher evaluation system that includes formal observations by the principal, student test scores, and surveys of family, learners, and peers. Teachers support each other through professional development opportunities that occur twice weekly as well as informal collaboration among small grade level and department teams. A small school environment helps staff members develop a sense of family and camaraderie where everyone knows everyone.

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	3	Collaborative Learning	2
Distributed Leadership	3	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	3
Open Access & Equitable Opp.	3	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	1	Work Based Learning	
Integrated Core	1	Types of Student Experiences	1
Cohort Scheduling	1	WBL Pathway Outcomes	1
		WBL Pathway Evaluation	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

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 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

Currently, Wilson Prep lays out a single pathway for its learners: attend a 4-year university. The school has been successful in ensuring that learners are eligible for 4-year university, but it has done little to help learners create a compelling vision for their life beyond college. As a result, although 100% of graduates are accepted to college, a much lower percentage complete a degree. Part of the work of developing pathway leadership will be to create a vision for learner outcomes that go beyond being eligible for college to be relevant and engaging for learners who are not motivated simply by attending college. This vision will need to paint a compelling picture for learners of their beyond-college career and support multiple pathways to accomplish that objective. Learners will be prepared for making a choice among multiple good options and will be informed and self-aware enough to make effective choices based on their personal profiles and interests.

Part of the Design Team's work will be to determine how small schools can successfully offer multiple pathways that all lead to meaningful and fulfilling beyond-college careers. With only 60 learners per grade in most grades, a small school offers enormous potential for individualized support to help each learner become fully ready to succeed in college and career. With only 23 teachers, general school leadership is already distributed among a significant fraction of the teaching staff, and there are high levels of collaboration between teachers and site and district leaders. However, significant work will need to be done to develop a model that offers a sufficient variety of coherent pathways within a small school setting. Because Wilson Prep is in the beginning stages of developing this model, more work needs to be done to

create shared responsibility leadership structures and engage stakeholders. The Design Team also needs to be formally established.

Budget	2015-16 Planning Activities	Anticipated Outcome
.4 x \$75,000 = 30,000	Fund a position to lead and facilitate Design Team activities, stakeholder engagement, pathway leadership development, and three-year strategic plan creation.	Effective three-year strategic plan to increase learners' readiness to succeed in college and career through multiple pathways. Plan has high levels of stakeholder buy in.
\$2,000	Establish and host a Design Team that meets monthly to create the three-year strategic plan, engage stakeholders, and develop pathway leadership.	Effective three-year strategic plan to increase learners' readiness to succeed in college and career through multiple pathways. Plan has high levels of stakeholder buy in.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Providing all learners with rigorous and challenging academics is a strength of Wilson Prep. All learners must take a rigorous college preparatory curriculum such that 100% of graduates fulfill A-G requirements and are accepted to a 4-year college. Even with such rigorous requirements, the cohort graduation rate has been over 90% since 2008. Learners are required to take community college classes in high school. As part of the transition to Common Core, Wilson Prep is beginning to incorporate more collaborative, relevant, and project-based learning into all classes. Teachers are beginning to provide specific skill instruction in collaborative learning and to collaborate on projects that involve multiple classrooms. Teachers collaborate regularly during and outside of weekly professional development time and routinely seek out external professional development resources.

Areas of growth include continuing to develop a clear articulation and measurement of grade-level, course, and collaborative learning outcomes during the second year of the transition to Common Core to ensure that the instructional program is fully aligned to the Common Core and supports learners testing college ready on the SBAC and ACT. Additional professional development will be needed to continue to develop staff project-based learning expertise, collaboration opportunities, and data use protocols.

Budget	2015-16 Planned Activity	Anticipated Outcome
.5 of \$4,000 lead stipends = \$2,000	As part of school leadership action planning and monitoring, task analyze the SBAC and ACT, identify priority outcomes, and collect baseline data.	Clear articulation of priority learner outcomes aligned to success on the SBAC and ACT. Comprehensive baseline data regarding current learner performance on priority learner outcomes.
See costs #1	Monthly Design Team meetings with additional research, design, and drafting by the team leader.	Effective three-year strategic plan to track ongoing performance and improve on baseline measures, including recommendations for staff professional development.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Pathway themes have not yet been selected. The Design Team will need to research learner and other stakeholder interests to determine pathway themes with the broadest appeal. While Wilson Prep offers strong academic coursework that ensures that all learners meet A-G requirements, opportunities for technical coursework will need to be explored and implemented. Significant work will also need to be done to align learning with pathway themes.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000	Perform market research and stakeholder analysis to identify the most relevant pathway themes.	Identification of 3-4 industry sectors that will set pathway themes.
\$4,000	Site visits of model schools.	Incorporate best practices from other schools into the three-year strategic plan.
\$10,000	Pilot actions such as career fairs, career aligned projects, middle and high school career exploration, learner selection of “pre-majors,” etc. to identify effective practices.	Identification of site-specific best practices to be expanded in future years.
	Monthly Design Team meetings with additional research, design, and drafting by the team leader.	Three-year strategic plan to successfully integrate pathway themes and career awareness into core classes and support teacher professional development to become excellent pathway teachers.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Wilson Prep currently provides limited career awareness and career exploration at 8th and 12th grade. Strong community service structures in 9th-12th grade provide high school learners with some opportunities to explore potential career interests through volunteer opportunities. Some learners find summer internships through informal channels. However, there is significant need for growth in this area, particularly in developing relationship with industry and postsecondary partners. A major task for the Design Team will be creating sequences of work-based learning experiences that help learners explore and prepare for careers.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,000	Perform a resource analysis of community college course options, family and community resources, industry partners, non-profit and community groups, and other organizations in order to determine potential partnership opportunities for work based learning and technical education.	Comprehensive resource analysis of partnership opportunities with community colleges, industry partners, non-profits, etc.
	Monthly Design Team meetings with additional research, design, and drafting by the team leader.	Three-year strategic plan to ensure that all learners have a personalized sequence of work-based learning experiences.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Informal personalized learner support is a strength of Wilson Prep. Learners are individually known by all their teachers, and 95% of learners report in surveys that there is an adult they feel supported by on campus. Teachers use grade level professional development time to strategize for how to support individual learners. Wilson Prep has a robust learner support team that does extensive counseling work with learners, leads communication with families, and works to address both their academic and social-emotional needs. School administrators regular review academic and behavioral data to target teachers and learners for support. Learner support team members also review data to prioritize interventions.

The Design Team will need to work on establishing formal structures to ensure that all learners' academic, personal, and social-emotional strengths and needs are known and met. Ensuring that intervention and acceleration takes place in a timely manner is also an area of growth, as is making sure to provide opportunities that address individual learner interests. Part of this will need to involve more sustained efforts to help learners create, monitor, and adjust their college and career plans throughout high school.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,800	Perform a needs analysis of currently provided supports. Pilot pathway “mentors” – alumni who support students in meeting social emotional outcomes	Prioritized vision of systematically provided personalized supports including identifying priority learner social-emotional outcomes and opportunities for learners to routinely explore their interests.
	Monthly Design Team meetings with additional research, design, and drafting by the team leader.	Three-year strategic plan for monitoring individual learner support needs and intervening to improve learner outcomes to ensure that all learners are ready to succeed in college and career.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	MetWest	Principal	Charles Plant
Pathway Industry Areas:	Social Entrepreneurship	Principal Phone:	510-451-5902
School Address	314 E. 10th St. Oakland CA 94606	Principal Email:	charles.plant@ousd.k12. ca.us
School Phone	510-451-5902	School Fax:	510-451-5903
2015-16 Enrollment (9-12)	161	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$32,200

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
47%	53%	80%	18%	0%	21%	97%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Unspecified
27%	0	5%	59%	2%	0	5%	2%

Planning Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Greg Cluster	TSA - Learning Through Internship Coordination & Operations Support
Etang Inyang	Afterschool Program Director
Charles Plant	Principal

School Vision:

MetWest prepares young adults to recognize and take advantage of all resources to further their personal well-being and well-being of their communities. Our graduates will have the skills, habits, knowledge, and networks to overcome obstacles to their success, access four year colleges, engage in fulfilling work, and contribute positively to our world.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- **The Advisor role:** Students are in cohorts of 20 who share an Advisor. The advisor serves as English/Humanities instructor, guidance counselor, family liaison, and internship coordinator for those students. Advisors holds a holistic picture of the student and co-design every student's individualized learning plan each semester.
- **Internships 9th - 12th grade:** Every student identifies, interviews for, and then completes an intensive 6-12 hour / week internship every year in areas of interest, building job search skills, comfort and skill in a range of adult workplace relationships, and a clearer idea about their interests and passions.
- **Exhibitions:** Every student conducts 3 or 4 30-60 minute formal presentations of their academic, internship, and social emotional learning to an audience of peers, family, and community mentors.
- **Weekly all-school "Town Hall" meetings:** Student led assemblies showcase student accomplishments, provide avenues for leadership development for all student, and provide a space to continually define and tune up "MetWest School Culture"

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	3
Leadership Configuration	4	Collaborative Learning	3
Distributed Leadership	(relationship of rubric language to our practice is unclear)	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	4	Teacher Professional Learning	2
Diverse Student Representation	Not currently under our control	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	4
Program of Study/Master Schedule		College and Career Plan	3
Pathway Theme	4	Work Based Learning	
Integrated Core	2	Types of Student Experiences	4
Cohort Scheduling	4	WBL Pathway Outcomes	4
		WBL Pathway Evaluation	4

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self Evaluation. Planning activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like to add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

MetWest scores high in almost all these areas. As a small school that started with a specific, and radically different model, and which has maintained significant school-based autonomy and democratic hiring processes, the shared vision has remained strong. In the areas of equity, access, and achievement, the school is deeply committed to equity among its populations, with many strategic structural components that fight tracking tendencies and break down walls within the community among the diverse students we serve. However, our incoming classes for the past two years have been predominantly - almost exclusively Latino. This goes against our intended mission of providing an alternative model for all of Oakland's students, and prevents the work we intend to do to prepare students for "community readiness" in our diverse city and world. We have engaged in active outreach attempts to boost African American and Asian American student enrollment but this effort has not yielded changes to our 9th grade demographics. Apparently this issue is beyond our control. We would like to see balancing by zip code brought into the process at the S.A.O. for our school. Lastly, we have noted that African American 10th grade students disproportionately failed to pass the CAHSEE this year. We are addressing that through specific changes to our math class schedule allowing for thoughtful intervention with those students and future lower skilled students. We are also focussing our PD for literacy instructors on differentiation next year.

Budget	2015-16 Planning Activities	Anticipated Outcome
\$0	<p>We hope to meet with SAO staff regarding changes to the lottery process for future incoming 9th grade classes.</p> <p>As noted above, we are bringing changes to our math schedule and staffing, as well as PD to literacy instructors to address the skewed CAHSEE pass rates that, this year, fell on race lines. Specifically, we are building in additional blocks of math intervention time for all students struggling in their math classes and those who failed to pass CAHSEE this year.</p>	<p>More balanced 9th grade class in Fall 2016</p> <p>90-100% of non passing 10th graders from this spring pass CAHSEE in 11th grade.</p>

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>In general, our student conditions rate high in the rubric. Students engage in a lot of collaborative work and interact weekly with industry professionals outside of school about some aspects of their work, with mentors coming in to see final exhibitions, etc.</p> <p>Our teacher conditions are generally lower - in the developing and approaching range. While there is significant shared planning time, we have not had structures that encourage peer observation and feedback, nor structures for the effective review and reflection on data. This spring, we did begin a methodical design-thinking approach to differentiated writing instruction that began with the collection of a broad range of data types including test scores and survey data among students and staff related to writing across the curriculum which we intend continue with next year.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$0	<ul style="list-style-type: none"> - Development of peer observation and teacher coaching plan - Development of grade level collaboration meetings - Development of cycles of data based inquiry for all teachers folding into instructional PD <p>This work will be a part of the research and planning the Measure N design team conducts, but it will also be a focus of leadership work unconnected to that work.</p>	A system for improving instructional skill among all teachers.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>As a small-by design school, the cohort scheduling is built into our fundamental structure. Our pathway theme of social entrepreneurship (a mix of project management skills and skills and concepts that allow for deep analysis of social problems and visions for potential solutions) is well integrated into all our Advisor - taught humanities curriculum, our Learning Through Internship program, as well as our science and arts programming and is partially integrated into our math program - and this is growing, though still imperfect. Our theme is not chosen based directly on an analysis of regional employment projections but rather based on beliefs regarding perspectives and skills that will serve students well in whichever industries they find themselves. It is a broad theme that does not preclude students from interning in any industry. Review of local employment trends and projections could help guide our internship exposure and outreach strategies. This review will occur during the planning process based on information provided by the LLO.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Note: The list of expenditures below will inform our Measure N Education Improvement Plan for 2016-17 in <i>all areas</i> including the program of study, work based learning, and personalized supports, with the exception of the pilot STEM program which applies primarily to the Program of Study.</p>		
\$3,500	<p>Planning Retreat #1: All Staff All staff start of year staff retreat to embark on planning process</p>	<ul style="list-style-type: none"> - Initial brainstormed list of possible expenditures for Measure N funding starting in 2016-17 - Clear plan for data collection to

		<p>inform final decision-making about expenditures</p> <ul style="list-style-type: none"> - A formalized Measure N Design Team, with all members identified, committed to the research and planning process
\$1000	<p>Focus Group: Food and stipends for week-end focus group participants:</p> <p>Speakers:</p> <ul style="list-style-type: none"> - Former students who left MetWest prior to graduation or graduates who became disengaged from education and meaningful work post graduation - Former staff who worked closely with those students <p>Listeners:</p> <ul style="list-style-type: none"> - Design team members 	<ul style="list-style-type: none"> - Clarity for the design team regarding gaps in our abilities to: <ul style="list-style-type: none"> - Prepare students for and support students through the transition to postsecondary education - Harness all students interest areas to motivate achievement of our school's standards for graduation (i.e. which industries should we focus on better incorporating into our internship program and associated curriculum) - Integrate student supports and strengthen school culture in order to decrease attrition and hold onto more students through to graduation
\$1,000	<p>Site Visits: Pay for travel and stipends/subs for site visits to schools modeling potential solutions to our issues. This is likely to include other small schools in the Bay Area as well as a possible visit to another Big Picture Learning school in California</p>	<ul style="list-style-type: none"> - A set of practices we hope to adapt to our school in the coming years of Measure N implementation - A set of new or deepened relationships with educators at other sites that can lead to future and ongoing collaboration and practice sharing
\$4,000	<p>Extended Hours: Stipend pay for ongoing extended hours for design team members on staff as well as a stipend for non staff members (parents, internship mentors)</p>	<ul style="list-style-type: none"> - A thoughtfully and thoroughly completed self-diagnostic - A deeply collaborative decision-making process that leads toward a clear plan for use of Measure N funding in future years
\$500	<p>Planning Retreat #2: Winter retreat for design team members to write plan</p>	<ul style="list-style-type: none"> - A complete Measure N education improvement plan
\$22,200	<p>Pilot: STEM program In order to address a lack of exposure to and preparation for internships and later study in the sciences, MetWest will pilot a partnership with the Center for Eco-Literacy, and Merritt College, to create</p>	<ul style="list-style-type: none"> - Increased clarity for how to spend Measure N dollars to prepare students for science-based careers in a way that is well integrated into the unique structure, anti-oppression curricular focus

	<p>an experiential and community-linked program in biology and environmental science. The program takes advantage of our new facility's garden and proximity to a shared kitchen facility and launch an outdoor science lab and classroom to offer students opportunities to develop college ready science skills in a cohesive, integrated curriculum. Science components will include: soil science, a weather station for observations and environmental science; physics of energy within ecosystems; chemistry and biology of the human body, health and nutrition. Students' science learning will be both comprehensive and relevant for their communities, especially considering the dietary realities of Oakland's low-income neighborhoods. Students will also be exposed to potential areas of study, internships, and work in the fields of organic agriculture, environmental design, and climate change mitigation (clean energy) and adaptation - all of which are high growth fields.</p>	<p>and culture of our school.</p>
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>In general we are meeting or excelling in this area - with all students engaged in lots of work-based learning throughout their time and many structures in place to evaluate the quality of students' WBL experiences. There is an ever-present challenge of integrating technical education relevant to students' internship experiences into their learning given the diversity of fields in which students intern. While we have developed and continue to develop ways of having students analyze the relationship of their internship work and our themes of social entrepreneurship and liberation, the question of how to motivate <i>study</i> of the fields in which they intern is ongoing.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
See Section 3.	All activities listed in the "Program of Study" section will inform our learning in the area of Work Based Learning development as well	All outcomes listed in the "Program of Study" section will inform our learning in the area of Work Based Learning development as well.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>This is a key area of strength. We are excelling and sustaining in almost every measure here, largely through the convergence of our advisory structure, our broad and deep internship program, and our twice yearly Learning Team meetings that bring together all key adults to reflect on each student's semester and plan the student's next term. Our one exception is the area of detailed post-secondary planning. We are working on clearly identifying the roles of teacher/advisors, administration, and college counseling support services in the post secondary planning process, as well as strengthening our support for students to be informed about and to engage in promising postsecondary paths that do not begin with enrollment at a four year college.</p>

Budget	2015-16 Planned Activity	Anticipated Outcome
See Section 3.	All activities listed in the "Program of Study" section will inform our learning in the area of personalized support, with the exception of the pilot STEM program	.All outcomes listed in the "Program of Study" section will inform our learning in the area of personalized support, with the exception of the pilot STEM program.



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

Due June 1, 2015

School:	Oakland Unity High	Principal	Samuel Brewer
Pathway Industry Areas:	Arts, Media, & Entertainment, Business & Finance, Engineering, Health & Medical Technology	Principal Phone:	(510) 635-7170
School Address	6038 Brann St.	Principal Email:	dzarazua@unityhigh.org
School Phone	(510) 635-7170	School Fax:	
2015-16 Enrollment (9-12)	320	Anticipated Grant* <small>(\$200) x enrollment.</small>	\$64,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
47%	53%	85		8%	32	96%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
13%			85%				2%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Daniel D. Zarazua	Pathways Coordinator
Sau-Lim (Lance) Tsang	Pathways Coordinator
Michelle Batlle	Curriculum Development

Tiffany E. Grant	Industry Liaison
Samuel Brewer	School Principal

School Vision:

It is the mission of Oakland Unity High School (Unity) to prepare its students for admission to and success in college and careers. Unity offers a rigorous curriculum that meets the University of California A-G requirements, with an emphasis on basic skills and core subject matter in English language arts, mathematics, social studies and science, and a comprehensive support program that promotes healthy youth development, including preparing the students to apply their knowledge and skills for the benefit of the community and environment.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- Advisory system: Students are assigned an advisor for their high school career, who serves as a point person for student academic and social growth, including developing soft skills, participation in a number of college visits, and “student support plan” meetings in collaboration with students, families, and staff to develop plans to support students towards success. These advisories also serve as small communities where students get to know their peers at a more meaningful level.
- Afterschool programming: In addition to community service and other student-led clubs, Unity offers art and music opportunities by professional providers, and daily study halls, which are mandatory for struggling students.
- Blended learning: Unity has served as a pilot school for emerging technologies and programs, most notably Khan Academy. Among our accomplishments are scoring in the 99th percentile of the state for 9th grade Algebra.
- Collaborative planning: Collaborative planning meetings are built into regular professional development and have developed into projects such as science fairs.
- Community collaborations: Since our inception Unity has seen itself as part of the community and partnered with organizations such as Girls Inc., ProArts, TechBridge, Urban Peace Movement, and the Oaktown Teen Times to give students hands-on experiences. Furthermore, we bring several guest speakers, ranging from college professors, to film directors, to elected officials.
- Concurrent enrollment: Our student enrollment in college courses has rapidly expanded the past few years and for a period Merritt College offered criminal justice classes on Unity’s campus.
- Intersession: Intersession is an annual all-school event that allows students to have new experiences both on and off campus, outside of the academic setting. All classes are suspended while students and staff participate in activities such as mountain biking, dance workshops, and museum visits. Students and staff consistently rate this as a highlight of the year.
- Positive reinforcement: Students are recognized for academic and athletic accomplishments in bi-annual assemblies. The year’s activities are documented via our SmugMug photo gallery, which contains thousands of photos and is often cited as a resource for strengthening Unity’s sense of community.
- Restorative Justice: RJ practices are woven into the fabric of our school, including extensive work by faculty and administrators to work with students in developing solutions that are not grounded in punishment.
- Senior Defense: All graduating seniors are required to reflect on their high school experience, both success and failures, while exhibiting mastery on select topics.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	1	Rigorous, Relevant, and Integrated	1
Leadership Configuration	2	Collaborative Learning	3
Distributed Leadership	3	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	3	Teacher Professional Learning	3
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	4
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	3	Work Based Learning	
Integrated Core	1	Types of Student Experiences	1
Cohort Scheduling	1	WBL Pathway Outcomes	1
		WBL Pathway Evaluation	1

Budget Justification and Narrative

1. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

Unity is in the early stages of formalizing a Pathways model. However, many of the desired practices and outcomes are already integrated into Unity's culture. Our design team is exploring different models, both through literature research and through meetings with staff at more established programs, including LIFE Academy, where we have ties to current staff. While our initial year is primarily about planning, we are also looking to build upon existing structures and creating new ones, albeit on a smaller scale, with the goal of generating student interest and learning what works best for our site. Our meetings will include announcements and information, but will also be work time for teams to discuss information, developments, and strategies, with clear goals and desired outcomes for each meeting.

Currently, Mr. Zarazua, a 50% Unity teacher and former administrator, is taking the lead, but has met with teachers and industry partners (including Unity Board members with with engineering and computer science backgrounds) about Pathways development. All have responded positively and are eager to take on leadership roles as the project develops. Mr. Tsang, the Executive Director of Unity, will also assist Mr. Zarazua in coordinating this work.

The tentative design team will include faculty from all grades and Unity board members with industry ties. Unity's administrative team is in full support of this work. We are not starting with a particular industry as our first year will focus on developing our broader culture around linked learning and strengthening skills that are not industry specific. We will use our existing industry ties and experience as a starting part and adjust accordingly, making additions and deletions as needed, allowing us to narrow our goals for ensuing years. Initially, Ms. Battle, our Biology teacher will take the lead on Health and Medical Technology related careers, with input from former teacher Carolyn Godfrey, who has entered the medical profession and assisted us with AP Chemistry this past year. Mr. Zarazua, who also serves as the yearbook editor and has journalistic and entertainment experience (including as an instructor in the U.S. State Department's Next Level program), as well as experience with other media programs at Unity (such as partnering with Fremont's Media Academy for the defunct *Oaktown Teen Times*), will work with the Art and English departments on Arts, Media, and Entertainment pathways. Physics teacher Mr. Nguyen will work with board member Ms. Grant, a professional engineer, on exploring areas such as architecture and manufacturing, while mather teacher Mr. McIntosh, a former Charles Schwab executive will assist Ms. Asante, a Unity board member and Vice President Senior Manager at Wells Fargo Bank for explorations in the financial arena.

Each one of these staff members will be the point persons for exposing students to their respective fields. At our monthly meetings, broad and career-specific plans will be discussed, as well as updates. Staff will develop their industry contacts, reference standards in their planning, and share strategies. Mr. Zarazua and Mr. Tsang will assist with resources and support, including providing standards, following up with contacts as needed, managing schedules, securing appropriate rooms, and verifying that goals are manageable while still being rigorous. We will continually evaluate our programs, including an end of the year reflective overview to plan out the ensuing years.

Budget	2015-16 Planning Activities	Anticipated Outcome
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\$18,200	Mr. Zarazua will be a paid administrator to oversee the program.	Mr. Zarazua will ensure that structures are created to support Unity's Pathway goals, including developing stronger community and industry partnerships, assisting faculty with integrating Pathways material into courses, and coordinating with other team members to ensure that goals are being met.
0	Tsang will help co-coordinate Pathways development at Unity	Mr. Tsang will work with Mr. Zarazua to ensure key benchmarks are met (see above).
\$3,500	\$500 stipend for seven team members	Compensation for development team (excluding Mr. Zarazua), which is still being finalized
\$550	11 Monthly meetings (August 2015-June 2016)-light refreshments	These monthly meetings will ensure that progress is being made, to share new ideas, and to share new information and developments. Participants will include Unity staff and industry partners.
\$2,000	2016 Career Pathways Conference	Attendees will learn from existing programs, about new developments, and network with potential partners. A full list of attendees has yet to be determined, but will include Mr. Zarazua and at least one teacher, with one active board member/industry partner expressing interest as well.
\$400	Visit to existing programs such as LIFE Academy, Met West's Media Enterprise Alliance, and McClymond's Academy of Engineering	30% of Mr. Zarazua's scheduled work time at Unity will be devoted to developing the school's Linked Learning program, including learning from other programs, so this will not be an additional financial expense for him. The additional funds are to hire subs so teachers can visit programs. We also welcome others to visit our site and learn about us. Staff at other programs have already offered to meet up and provide advice, as well as to meet during the school year to provide feedback.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Unity has proven rigor for students, as exhibited by achieving the second highest API ranking for Oakland public schools, serving grades 9-12, in 2013. More recently, U.S. News and Report ranked Unity as the 37th best public high school in the state, while the 9th grade Algebra I scores are in the 99th percentile. Unity continues to expand its offerings, including the addition of four more AP courses for the 2015-2016 school year. The graduation rate has consistently been over 90% while the four-year college acceptance rate has ranged from 64%-80% since 2007. The CAHSEE passage rate for both English and Math has consistently hovered in the 90% range.

Unity has used A-G requirements as the standard for graduation even prior to the mandate of OUSD. To support students, multiple study hall options are offered daily, including mandatory sections for students with grades under 70% in core classes. These study halls are led by a combination of teachers and college tutors. Furthermore, Unity has integrated new technologies and software, including being a pilot school during Khan Academy's inception, ALEKS, Edmodo, Google Chromebooks, and tablets. Students experience multiple college visits throughout their career, encouraging a college going mindset. In the past few years Unity has also shown a large increase in concurrent enrollment. Unity does not currently have a college or career center, although there is a full-time college counselor, in addition to a college prep class that is mandatory for all 12th graders. This class assists students with the college decision making and application process. Unity will be adding more career information for students, including guest speakers and job shadow days.

Faculty meets once a month for collaborative meetings to discuss cross-disciplinary projects. Informal meetings happen more often.

Budget	2015-16 Planned Activity	Anticipated Outcome
N/A	Addition of four new AP courses (Biology, English, Government, U.S. History)	Increased rigor and college readiness for students
\$3,000	\$500 stipend for AP instructors (six total)	Compensation for instructors' additional duties
\$3,000	Books and supplies for AP courses	Students are better prepared for AP exams, creating higher passage rates and expanded opportunities
\$4,000	Four additional college visits (One per grade level, serving all students)	To expose students to more college opportunities and to better make informed choices, especially since so many careers require higher education.
\$640	Light refreshments for 32 collaborative teacher meetings (eight per grade level each year)	Stronger cross-disciplinary collaborative work, building upon existing projects and the development of new ones, including deliberate efforts to tie projects to transferable job skills.
\$5600	Hiring of two tutors (\$20/hour, 4 hours/week, 35 weeks)	Increased productivity and achievement by students due to extra

		support.
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3. Program of Study

Current Programmatic Narrative Based on Rubric

Up to this point, Unity’s focus has been on A-G requirements, but has integrated a number of projects that include career exploration. For example, required readings include *The Working Poor*, with students required to reflect and research on issues such as work environment and social policies. As another example, in their Economics course students were required to write a formal business plan, based on their own ideas, and present it their classmates.

Unity is looking to expand our elective offerings, allowing students to explore career interests for a more sustained period beyond the short-term workshops and club offerings, including coding, that we currently have. Eventually, we would like to add requirements for students to take sequences of classes focusing certain fields. For example, students could be required to take three medical-related courses (a combination of high school and college offerings), but would still have enough flexibility in their schedule that they would not be fully tracked. We are exploring other models to develop a long term plan that fits our site’s resources, but are looking at models in the medical field, engineering and construction, digital media, criminal justice, and finance.

In the short term, we are seeking to make additions to our afterschool programing (see below), giving students broader exposure to career options, with a guiding question being “what problem do you want to solve?” Furthermore, we will actively reference CTE standards for our core classes. Looking through the CTE website, Unity already includes many of the Anchor Standards, such as communication and technology, in our “Habits of Heart and Mind,” which are woven into the fabric of our school in deliberate ways such as discussions, readings, journal prompts, and lesson plans. Specific teachers will be provided the CTE standards for reference in the classes, which can be integrated into core lesson plans, via career-specific units, and guest speakers. For example, our Biology teacher, Ms. Battle, who is also on our planning and design team, would deliberately include Health Science and Medical Technology Pathway Standards into her class while Mr. Zarazua, the yearbook editor, would include Arts, Media, and Entertainment Pathway standards into his class, as well as with the English department. Topics such as industry ethics will be integrated in the U.S. government class, adding to already existing material. We will deliberately integrate this work at all grade levels.

Through our industry partners, including a former teacher who now works in the medical field, and Ms. Grant, a design team member whose experience includes The Clorox Company, we will review our progress, referencing the CTE standards as our guide. This review will happen at our monthly meetings.

Budget	2015-16 Planned Activity	Anticipated Outcome
N/A		

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Unity has limited work-based learning opportunities for students, relying on community partners for experience and helping individual students access programs. Our goal is develop more opportunities on

campus while also developing stronger partnerships with existing programs and companies. With this funding Unity will have a staff member (Mr. Zarazua in the initial year, with the following years to be determined) devoted to strengthening our existing partnerships and developing a pilot internship program. Our current partnerships include Bay Peace, UC Berkeley's BEAM science program, Community Rejuvenation Project, Girls Inc., Pro Arts, and Urban Peace Movement, with past partnerships including 826 Valencia and the Oakland Police Department. Individual students have had internships with organizations such as Youth Radio and La Clinica de La Raza. We would like to formalize partnerships with these programs at an organizational level, with stronger documentation of participation and activities. Beyond student participation, our collaborations have included usage of Unity's site for partners' events and partner staff coming on campus to offer workshops for Unity students, reinforcing the connection between schools and careers.

Additionally, Unity offers a number of study tours, with this past year's offerings including the Crucible, a workspace for industrial arts, and Amor Eterno art gallery. Students work was featured in multiple arts shows through collaborations with other local art galleries. We also hosted a number of guests in fields ranging from filmmaking to the medical profession.

Our vision is to eventually require students to explore specific career paths via a mixture of classes (in combination with local colleges) and documented work-based learning activities (via internships, job shadowing, and workshops). We will leverage existing partnerships to schedule guest speakers, site visits, job shadows, and set internship/job goals. For example, we consistently have students interning with Urban Peace Movement and other community programs but want to have consistent opportunities at business and corporations, which our industry contacts have expressed interest in discussion. Unity would start with a small group, with clear expectations and goals, for manageable growth. Through discussion with other programs and from attendance at the most reason linked learning conference in Sacramento, a consistent theme is to grow internship programs slowly and provide clear structure and expectations for students, families, and participating organizations.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000	Two 10 week after school coding sessions (instructor's fee)	Students are exposed to coding skills, career opportunities, and will be able to create their own apps. This will build on an existing club that was founded this past semester.
\$6,000	Two 10 week after school bike repair and customization workshops, including materials. In addition to basic mechanicing skills, students also learn introductory electrical skills as customized bikes have included sound systems and electric motors.	Students will learn introductory mechanicing skills, as well as models of entrepreneurship. There is high interest in this area, existing resources, and this type of hands-on work has led to students curiosity about related fields in engineering and other fields.
\$4,000	Two 10 week after school sessions in either a medical or finance related area. We have contacted a few potential instructors about leading mini courses with a final decision to be determined.	This will allow students to explore potential career fields on our campus.
\$400	Student transportation fees	To help students with BART and AC Transit costs for internships and job shadowing.

\$2,000	Study tours	We are in the process of setting up visits to various companies to expose students to career possibilities. Potential visits include Ernst and Young, Clorox, The Crucible, and Well Fargo. These are in addition to ones that our partners have set up, which in the past have included Facebook, Pixar, and Yahoo.
\$800	Guest Speakers (8)	We are bringing in a series of guest speakers and one-off workshops from industries such as law enforcement, digital media companies, and health care.
N/A	Strengthen relationships with current and past collaborators, including regular meetings, documentation of student participation, and sharing of resources.	With improved, structured relationships, we will be able to expand on existing partnerships and develop a pilot internship program with already established resources.
N/A	Start and renew relationships with community organizations and industry contacts	We would like create and renew our partnerships with programs such as the Merritt College Administration of Justice Program, 826 Valencia, OPD Explorers Program, and Kaiser Permanente.
\$1,000	To enhance current campus offerings to better structure a pilot internship program. This includes conference attendance for relevant club advisors.	We are strengthening our established programs such as yearbook to better align them with industry standards and skill sets.
\$2,000	iMac Apple computer, software licenses, including Adobe Lightroom and inDesign	This computer and the software are industry standards for a number of fields including digital media and graphic design. Students in yearbook and journalism will benefit from working with this software and be able to design books, fliers, websites, and other materials.
\$500	Software training for students and staff (Lightroom, inDesign)	Participants will learn the basics of this software, having a foundation to grow their skills, while also learning more about career opportunities.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

At the core of Unity’s successes are a robust advisory system, which allows for individualized attention for students. Among the advisory activities are team-building activities, discussions around social issues, advice for academic and career success, and reflective journals. Advisors also schedule “Student Success Plan” meetings, in conjunction with students, guardians, and relevant faculty to help students meet individualized goals.

Woven into the fabric of our school culture are our “Habits of Heart and Mind,” which include areas such as resiliency and inquiry. Faculty of all disciplines work these values into their lesson plans and students must reference them in their senior defense. Additionally, through their “college prep” class, a requirement for all seniors, there’s a strong emphasis on “soft skills” that will help students succeed in their academic, social, and professional life.

To best support students, incoming 9th graders attend a summer bridge program, held at CSU East Bay, which helps the adjustment to high school via workshops and team builders. Furthermore, they attend summer classes on Unity’s campus to strengthen their core academic skills. In 2015-2016 Unity will be opening a middle school, creating opportunities for further integration.

Unity is also mindful of inclusiveness, including amongst racial and ethnic groups. For example, while the student body is majority Latino, efforts are made to acknowledge African American students via a Black Student Union, diverse speakers and workshops, participation in activities such as the Bay Area Black Trivia Bowl, and trips to Allensworth, a California town founded by African Americans at the turn of the 20th century.

A full-time resource specialist is on campus to work with SpEd students.

For students who struggle academically, Unity offers both voluntary and mandatory study halls every day of the week, while therapeutic counseling is available on a daily basis via a partnership with Crisis Support Services.

Although we are continuously looking to improve our sense of community and support for students, we have documented success, as shown by our most recent WASC report that shows a 96% attendance rate and 90% of students expressing a desire to attend college, despite more than 50% being the first to graduate from high school.

To measure the success of our Career Pathways efforts, we will conduct anonymous surveys each semester, taking into account students’ level of exposure (guest speakers, classes on their schedules, internships, etc), with questions including if they feel their awareness and interest in career paths has risen. We are also considering monitoring a small number of students’ grades and behavior incidents to see if there is improvement after sustained participation in some of our proposed activities. We will also survey industry partners and lead campus staff. We will layout out specific, measurable goals in our initial meetings, making changes as needed in our monthly meetings. Unity has at least five years’ experience using SurveyMonkey and developing formal protocols to analyze the data.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$600	Guest speakers	Students will be exposed to a wide range of people sharing tales of perseverance, resiliency, models of success. Special emphasis will be given to speakers who reflect our school population.

\$400	Additional books and resources for library	In an effort to increase literacy and a love of learning, we will continue to expand our library, including books related to career exploration, self-help, history, and STEM.
\$1400	Team-building activities for 14 advisories	



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	Oakland High	Principal	Matin Abdel-Qawi
Pathway Industry Areas:		Principal Phone:	510-874-03676
School Address	1025 MacArthur Blvd	Principal Email:	matin.abdel-qawi@ousd.k12.ca.us
School Phone	510-874-3676	School Fax:	510-874-3675
2015-16 Enrollment (9-12)	1657 (projected)	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$304,600 (1,523x200) \$112,600

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
810 (53%)	713 (47%)	1,367 (90%)	94 (6%)	88 (6%)	308 (20%)	1,502 (99%)

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
555 (36.61%)	2 (0.13%)	562 (37%)	340 (22.43%)		10 (0.66%)	25 (1.65%)	5 (0.33%)

Planning Team Members and Role <i>(Who is completing the Planning Grant Application?)</i>	
Name	Role
Matin Abdel-Qawi	Principal
Amy Dellefield	AVID Site Coordinator
Jennifer Howard	AVID Lead Facilitator
Earnest Jenkins III	AAMA Facilitator

Diane Johnson	PLTW Co Director
Kevin Jordan	ESA Director
Suzi LeBaron	PHA Director
Kory Mildenberger	PLTW Co Director
Jesse Shapiro	VAAMP Co Director
Daniel Spinka	VAAMP Co Director
John Watkins	Coach

School Vision:

The mission of Oakland High School is to provide an excellent education to all students in a safe environment so that each student has a foundation for pursuing personal and social growth and high academic achievement.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Oakland High School ESLERS (Expected School-wide Learning Results)

Academic achievers who:

- Master the essentials of reading, writing, and mathematics
- Employ higher level thinking skills such as analysis, synthesis, application and evaluation

Self-directed, responsible individuals who:

- Make well-informed and appropriate decisions
- Assess their personal and academic strengths and interests to set achievable goals
- Use imaginative ideas to create products or performances across the curriculum
- Develop interests and leadership qualities through participation in student government and co-curricular activities such as clubs and teams

Effective communicators who receive and express ideas through:

- The use of technology to research and communicate ideas.
- Oral presentations, projects, performances and demonstrations
- Interpersonal and intercultural communications and demonstrate the ability to
 - Identify and research the source of student issues/concerns
 - Posit necessary steps to making positive change occur
 - Write proposals that address the concerns and possible solutions
 - Present orally these proposals t the school's governing bodies, such as Delegate Assembly(student), Principal Staff (faculty),School Site Council (faculty/student) and Faculty Council

Involved community participants who respect others by:

- Behaving in appropriate manner and resolving conflicts through positive actions.
- Demonstrating knowledge and appreciation of a diverse school population.
- Working in collaborative groups without prejudice or discrimination.
- Using student government to develop, express, and act on their concerns
- Improving the quality of life in both the school and greater community through service learning, classroom-related projects and club activities.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	AAMA:2 AVID:2 ESA:3 PHA:2 PLTW:2 VAAMP:1 Average :1.8	Rigorous, Relevant, and Integrated	AAMA:1 AVID:2 ESA:2 PHA:2 PLTW:2 VAAMP:3 Average:2.0
Leadership Configuration	AAMA:1 AVID:3 ESA:2 PHA:3 PLTW:1 VAAMP:3 Average:2.4	Collaborative Learning	AAMA:2 AVID:2 ESA:2 PHA:1 PLTW:2 VAAMP:3 Average:2.0
Distributed Leadership	AAMA:1 AVID:1 ESA:1 PHA:2 PLTW:1 VAAMP:2 Average:1.3	Teacher Shared Best Practice	AAMA:4 AVID:2 ESA:2 PHA:2 PLTW:1 VAAMP:2 Average:2.2
Equity		Teacher Collaboration Time	AAMA:2 AVID:1 ESA:2 PHA:1 PLTW:1 VAAMP:2 Average:1.5
Open Access & Equitable Opp.	AAMA:1 AVID:3 ESA:2 PHA:3 PLTW:2 VAAMP:3 Average:2.3	Teacher Professional Learning	AAMA:2 AVID:2 ESA:3 PHA:1 PLTW:2 VAAMP:1 Average:1.8
Divers Student Representation	AAMA:1 AVID:3 ESA:2 PHA:3 PLTW:2 VAAMP:2 Average:2.0	Personalized Student Support	

<i>Closing the Opportunity Gap</i>	AAMA:2 AVID:3 ESA:2 PHA:2 PLTW:3 VAAMP:2 Average:2.3	<i>Support of Student Needs</i>	AAMA:1 AVID:2 ESA:1 PHA:2 PLTW:1 VAAMP:2 Average:1.5
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	AAMA:1 AVID:2 ESA:2 PHA:2 PLTW:2 VAAMP:1 Average:1.7
<i>Pathway Theme</i>	AAMA:2 AVID:2 ESA:3 PHA:2 PLTW:3 VAAMP:1 Average:2.2	<i>Work Based Learning</i>	
<i>Integrated Core</i>	AAMA:3 AVID:1 ESA:2 PHA:2 PLTW:1 VAAMP:2 Average:1.8	<i>Types of Student Experiences</i>	AAMA:2 AVID:2 ESA:3 PHA:2 PLTW:1 VAAMP:2 Average:2.0
<i>Cohort Scheduling</i>	AAMA:1 AVID:2 ESA:1 PHA:2 PLTW:1 VAAMP:2 Average:1.5	<i>WBL Pathway Outcomes</i>	AAMA:1 AVID:1 ESA:1 PHA:1 PLTW:1 VAAMP:2 Average:1.2
		<i>WBL Pathway Evaluation</i>	AAMA:1 AVID:1 ESA:1 PHA:1 PLTW:1 VAAMP:1 Average:1.0

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students' readiness to succeed in college and career
- Increase middle school students' successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You MUST describe the current programmatic narrative for EACH section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Reflection:

Each of the 6 Pathways has a design team focused on the redesign of their pathway. Additionally, there is an OHS Design Team to support the school wide efforts to achieve the goal of 100% of our students in a pathway by 2020. This design team is the pathway leadership for the school. We need to develop an OHS pathway mission and vision that holds all Pathways to the same rigorous standards for student performance.

The development of a pathway focused on students that are on a trajectory to drop out or be pushed out. Key features of the “Pulled In Pathway” is that students will be in internships and jobs during the school day and will arrive at OHS at 3:30 to take their core academic classes. During the day the students will have a mentor to support them with their entry into the work world. In the evening the students will experience a blended learning academic program supported by academic tutors.

Many of our leaders are new or first time leaders. In order for distributive leadership to work effectively teacher leaders shouldn’t be expected to know how to hold that space effectively without support and training. Support around creating agendas, facilitating meetings, and protocols to keep meetings focused and productive would be helpful for members of design teams responsible for leadership. How to lead teachers as a teacher requires a unique set of training and tools.

The work of our pathways is our community’s best kept secret. We need a complete media plan complete with a website and other marketing materials.

Budget	2015-16 Planning Activities	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher Budget for Subs Cost of facility & meals Cost of a facilitator \$4,000	To pay the participants of the OHS Director’s meetings on second and fourth Thursday. To pay members of the director’s committee to participate in an all day retreat in September To pay for food and a facility for the all day retreat. To pay for a facilitator to make sure we have a positive and productive retreat with clear outcomes.	The development of a OHS Pathway mission and vision that will capture the non negotiable characteristics of all OHS pathways. Additional outcomes for this retreat and ongoing meetings include: <ul style="list-style-type: none"> • Identifying all aspects of Oakland High to how they support or work in opposition to further pathway development. • Continue the work we did this year to create systems that support the equitable demographic and academic representation in all pathways • A system that supports SPED students transition into all pathways and the systems to make sure they are successful.
Extended contracts @ \$23 per hour per teacher	To pay for a facilitator to support the process of creating the pathway. Host a series of meetings to design the pathway.	The development of a pathway focused on students that are on a trajectory to drop out or be pushed out.

Budget for Subs Cost of facility & meals \$5,000	To pay for food for the planning meetings.	
Extended contracts @ \$23 per hour per teacher Budget for Subs Cost of facility & meals \$3,000	To pay for PD provided by National Equity Project for each director and an alternate. To pay for a facility to host the meeting.	Academy directors will develop the skills necessary to lead their pathways.
\$9,000		The creation of a comprehensive media plan complete with a website and other marketing materials.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Reflection: Overall our directors have indicated that we don't provide our students with enough opportunities to apply their knowledge and skills in new and unpredictable situations. In order to help teams develop this skill we need to see how other do it well. Additionally, our teams need team specific time and support to develop the team dynamics that facilitates the development of curriculum that reflects the industry associated with their pathway.</p> <p>All of our teachers have participated in PD focused on academic discourse. As we continue to develop our our ability to create opportunities for AD we should extend the PD for all teachers to include Collaborative Learning.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
10k(\$1,300 ea)	All of our directors will participate in the Academies of Nashville study tour in November 15.	To see up close what's possible for a school moving in the direction of wall to wall academies that are connected to industry and provide opportunities for collaborative learning.
	Directors will use a protocol to share video footage of their classes with a focus on collaborative learning. The video taping will be done by other directors, the protocol facilitated by a different director and all directors will use a cycle of inquiry as part of their community of practice work.	A cycle of inquiry focused on collaborative learning and an increased commitment to regular incorporation into every lesson.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Reflection: We have the opportunity to go deeper with our AAMA program at Oakland High. Currently we offer a MDP class for 9th and 10th grade. The Office of African American Male Achievement has two new courses approved for 10th grade. They have a course that meets the A (English) and B (History) requirements. These two courses combined with our current MDP course will be the foundation of an AAMA pathway pilot next year.</p> <p>The two primary logistical structures to support pathways is a master schedule that meets the needs of students and their pathways and a bell schedule that allows students to take as many courses as possible and participate in internships. I don't think the way we currently look at our master schedule and how it's developed fully supports the needs of a school that will have all students in pathways. Although, our conversation to move to a 8 period day last year may have been premature, having that conversation next year in preparation for 16-17 makes sense.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
10k	<p>The OHS director's committee will research all the possible bell schedules that support pathways. The schedules will be discussed by the directors and shared with staff in an effort to adopt a schedule then our current schedule that better supports pathways.</p> <p>Hiring a master schedule consultant to both train current staff and lead the process of creating the 2016-2017 master schedule.</p>	<p>A bell schedule that supports pathways (8 period day, A/B, etc)</p> <p>A master schedule that supports pathways</p>
20k	Pay for a portion of the AAMA content teacher salary.	AAMA will fund the other portion of this position

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Reflection: Our overall average on the self assessment in this area is 1.0. This is our lowest average of all the categories.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	One of the ongoing agenda items during Director's Collaborative meetings.	Develop a set of guidelines and minimal expectations for each pathway to follow to create their own plan for WBL opportunities.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>Reflection: There are several teachers and departments at OHS that are not directly connected to pathways like math, world language and PE. In order for all of us to get fully on board with Measure N all teachers need to be</p>

aware of Measure N and how every teacher can play a role in its implementation. What does math look like in a Measure N school? Barbara Shereve can assist us with investigating new approaches to supporting students in math.

We need to improve our efforts in taking advantage of the experts in OUSD to help us develop support systems for all students. Diana Campa can help us get access to and use an online tool to house individual student academic and personal plans. This tool can also capture college and career plans as well.

Too many of our students finish 9th grade having failed one or more classes. Failing classes in 9th grade sets up a student for failure in future grades. Our students going to 10th grade need an opportunity to develop the skills that they should have acquired in the 9th grade before they go to the 10th grade. A summer skill recovery program focused on students going to the 10th grade will support their success in English 10 and Geometry.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1600 Extended contracts @ \$23 per hour per teacher</p>	<p>A series of meetings with OUSD content experts to engage non pathway teachers.</p> <ul style="list-style-type: none"> • Math • World language • PE • Work based learning • SEL • Trauma informed care • Data 	<p>To create an intentional link between non pathway teachers and pathways.</p> <p>To develop new systems that take advantage of pathways to support students in their non pathway classes.</p>
<p>\$33,600</p>	<p>Summer skill recovery for students going to the 10th grade</p>	<p>For students to develop the skills necessary to be successful in the 10th grade.</p>
	<p>Include a health and wellness representative with the collaborative of directors to represent and speak to the creation of systems that aligns support for students with each pathway</p>	<p>A strategic plan that intentionally aligns Health and Wellness resources with each pathway.</p>

Pathway: *Environmental Science Academy*

Pathway Title:	Environmental Science	Pathway Teacher Leads:	Kevin Jordan, James Wallace
Industry Areas:	Agriculture and Natural Resources; Forestry and Natural Resources, Recreation, Environmental Science, Environmental Justice and Public Health, Renewable Energy and Utilities (CPA + OUSD descriptions)	Pathway Coach:	John Watkins
Pathway Lead Email:	kdougjordan@yahoo.com	Pathway Lead Phone:	510-865-2694
Pathway 2015-16 Enrollment (9-12)	192	Anticipated Grant* (\$200) x enrollment.	38,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53.6	46.4	86.8	2.8	2.8	9.6	98.4

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
17.6	2	58	17.6	1.6	0.8		2.4

Pathway Vision:

The mission of ESA is to prepare each student to succeed in the workplace, college, and career as an informed and responsible citizen of Planet Earth. Through rigorous academics, multicultural understanding, respect for diverse points of view, and applied demonstrations of learning, ESA shapes students to conserve and nurture our biodiversity and wild places, respect basic research and the nature of science, seek environmental justice for all people, and advocate powerfully for these goals.

ESA's vision is to be a rigorous supportive environment for all students to develop the knowledge base, self discipline, ecosystem values, communication, and critical thinking skills to advocate effectively for themselves as workers and citizens, for environmental justice for people locally and globally, and for the conservation of our endangered Earth.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Outdoor adventure education is used to motivate students to take on rigorous academics. Students engage in authentic research, industry and service projects and share with regional and local community. Students work in groups on projects in all classes, especially CTE. ESA has a mature community support network and works closely with representatives from diverse areas of the industry sector. ESA students develop advocacy skills for issues they are passionate about. STEM is incorporated in all CTE classes and in after school internships and projects. Students learn by doing, and success is not limited to highest academic achievers.

Strengths:

- Compelling vision shared by pathway staff, current and former students, and community partners.
- Well-developed program of field biology and study tours based on academic core and CTE standards.
- Real world relevance; a shared belief that all careers (not just bench science) are environmental.
- Numerous engaging and relevant work-based learning experiences for students.
- Long-term and growing relationships with dedicated community partners who provide extended experiences to our students, including internships, mentoring, demonstrations, in-class teaching, and job shadows.
- Well-developed community service program.
- Staff willing to...
 - develop a cross-curricular scope and sequence.
 - work flexibly within the school day to support project-based learning.
 - chaperon on weekends and vacations to provide rich program of field experience for students.
 - think boldly: our new project-based senior project, our hands-on ESA P.E. class.
 - take risks and reveal weaknesses to improve instruction
- Developing program in confidence-building public-speaking skills through drama and presentations.
- Use of technology across curriculum (PowerPoint, Excel, ArcView, *journalism*).
- Counselor who supports (aggressively and proactively) students' college applications, credit recovery, and a-g completion.
- Comprehensive support system for students.
- Staff PD based on staff input.
- School-wide use of teacher research and data analysis to drive PD and instruction.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Michelle Vargas	English teacher
Kevin Jordan	Director-completing Planning Grant Application
James Wallace	Counselor
David White	Social Studies teacher
John Watkins	Coach
Lara Trale	English teacher
Katie Noonan	Community Partner
Chris Johnston	English teacher
Aakash Desai	Environmental Engineering
David Steakley	Science teacher
David Smith	Industry Partner Advisor

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2
Distributed Leadership	1	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	2
Open Access & Equitable Opp.	2	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	3	Work Based Learning	
Integrated Core	2	Types of Student Experiences	2
Cohort Scheduling	1	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

Pathway Leadership and School Vision

The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measurable, and attainable.

The mission and vision is clearly integrated into most aspects of the pathway.

Pathway is co-lead by two teachers who manage all pathway operations listed previously.

Teachers teach in the pathway but they identify themselves as content teachers first and pathway teachers as second. There is perceived need for improved communication, increased participation and ownership, as well as distributed leadership among the pathway team to this end.

Pathway is co-lead by two teachers who manage all pathway operations listed previously.

Equity, Access and Achievement

Is developing plans to broaden recruitment efforts with middle school students

Provides open access for all students

The pathway's admission processes and practices:

Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland

Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated into all pathway elements (ie WBL) and all elements.

ESA has historically attracted students who differ in ethnic, racial and academic characteristics from the school as a whole. Extensive exploration of why this is, as well as multiple diverse efforts to bring the incoming student profiles into closer alignment with school profiles including affirmative action have been undertaken for over 17 years (CPA Annual Reports and Self-Assessments).

Pathway teachers identified a need for support from site and district administrators to ensure that necessary conditions are in place for successful program implementation, in particular, staffing that restores looping especially in science and development of a program of studies that addresses student academic needs..

Reflection:

For 2015-2016, the pathway's ethnic, gender, and academic constituency were administratively adjusted to match the current school profile. Thus, in the future the challenge shifts to engaging and serving the needs of students who have been assigned to the pathway, rather than selecting it as a first choice.

All subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth) have been fully integrated into all pathway elements since the inception of ESA. ESA does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway. Multiple years of evidence show substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. In addition, ESA has a strong record of achievement of African American and Latino students at the highest levels of achievement including acceptance on scholarship to 4-year universities, passing AP exams in science and receiving other awards.

Areas identified for improvement above are: articulating how the mission goals are addressed in academic and non-traditional settings in all academy classes at all grade levels, distributing leadership and opportunities for all teachers to contribute and take ownership of the pathway program. A common theme in these needs is having time set aside by both the administrative schedule and ESA teachers themselves to focus on the issues of concern.

Study tours have been a hallmark of ESA. They not only which attract students to our program, they provide the context for students to develop skills in critical thinking, oral and written expression and the ability to present themselves professionally. ESA field trips have been selected and developed over many years to meet specific content and CTE goals. As teachers are added to the program, and others retire, it is critical to pass on the reasons for our field trips, the curricular support for them, and to make pathway teachers aware of the important role they play in engaging students and supporting their learning in these contexts.

An area that needs collaborative attention is greater, systematized support for at-risk students. Support has been provided, and grade-level teachers have worked heroically together in specific cases, but there is a definite need to collaborate on strategies, linked to our pathway goals, that will keep all students on track.

Involving teachers in understanding the changing role of Advanced Placement classes at all levels of pathway to the pathway program is also needed. The ESA teacher team believes that AP courses have a place in our program.

<http://www.marketplace.org/topics/education/learning-curve/changing-role-advanced-placement-class>

We seek to develop inclusive ways of providing a rigorous program to all students, including alternatives to AP within the program, including double-coding of AP's with P cognate courses, where it serves student success.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>Extended contracts @ \$23 per hour per teacher x 14 hours x 9 teachers = \$2,576</p> <p>Cost of meals \$300</p> <p>Cost of van rentals, gas, lunch, and extended contracts @ \$23 per hour = \$6,000</p> <p>Extended contracts @ \$23 per hour per teacher for ten 1 hour meetings for 10 teachers= \$2,300</p>	<p><u>Creation of Design Team and Planning Meetings:</u> The ESA planning team identified above will meet in June and August to refine agenda and make plans for pathway retreat in August. They will also work to integrate information from LLO Institute and organize optional activities for new ESA teachers to acquaint them with our program. The Design Team will meet to assess progress and make adjustments as needed to planned activities.</p> <p><u>Pathway Retreats</u> August 17, 18 from 9 to 4 pm ESA Staff Retreat. t.b.d. during Fall and Spring semesters.</p> <p>1. We will review our current mission statement with respect to existing activities and collaborations, with the goal of making all team members aware of the scope and depth of current ESA functioning.</p> <p>2. Teachers will develop agreed-upon procedures for ongoing communication and collaboration around instruction and WBL using the ESA mission:</p> <p>3. Teachers will explore strategies and structures for coordinated 9th to 12th grade support and intervention to assure students stay on track.</p> <p>4. Teachers will discuss and plan ways to engage a more diverse set of incoming 9th grade students in the pathway theme of ESA. Possible examples</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Retreat will run smoothly and address identified issues.</p> <p>1. All ESA courses and activities will be explicitly aligned with mission, and procedures provided to adjust and expand as need, opportunity and teacher creativity require.</p> <p>2. ESA will have a functional system for communicating essential information, calendaring meeting times, study tours, interventions. Monthly meetings on the first and third Thursdays of every month.</p> <p>3. Teachers will use the system and attend meetings. ESA will work toward a formalized system of encouraging and monitoring student achievement and assisting students who are at risk.</p> <p>4. Activities and outreach to stimulate engagement will begin in 2015-2016. A more diverse group of students will select ESA as first pathway choice.</p>

	<ul style="list-style-type: none"> ● Outreach to Brewer, Roosevelt and Westlake to include study tours where students are exposed to water quality measuring techniques, hydrology, sustainability and adventure education. September 2015, June 2016. ● Outreach to OHS 9th graders to include mentoring by current pathway students and study tours where students are exposed to water quality, hydrology, sustainability and adventure education. September 2015, June 2016. 	

2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Self-Assessment:

Pathway teaching and learning currently involves:

Student-centered, research-based instructional and learning strategies

Standards-based, project- or problem- based learning that:

- Integrates academic and technical content
- Aligns with the pathway theme
- Involves critical thinking, problem solving, and production of products or services

Pathway teachers:

- Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups
- Provide specific skill instruction in collaborative learning
- Apply their knowledge and skills in new and unpredictable situations
- Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution

Reflection:

ESA has a long and proud history of providing pathway theme-based teaching and learning across the curriculum, and addressing our pathway CTE standards in academic and work-based learning settings. Our year-long water quality monitoring project at Lake Merritt involves working in groups, analyzing data and presenting it to other students and community partners. The experience is echoed and extended in 11th and 12th grade CTE courses and leads to collaborative senior projects in the senior year. Our community partners at the EPA, Lake Merritt Institute and SunPower assist with the development, implementation and review of these projects.

As a program that has experienced reduction of staff, elimination of courses, and incorporation of new staff and courses in science as well as other core subjects in the past year, we will need to re-integrate our team and our instruction and revisit the practices and collaborations among teachers and community partners that have enriched our program over the years. We need to collect the best practices of the past for understanding, continuing and improving them in the future through a cycle of inquiry process.

Addressing the academic and social needs of struggling students so that they can fully use the resources of ESA to be successful in an academically rigorous environment is a need that has been approached (2012 Certification Document) but continues to need improvement and consistent implementation.

Budget	2015-16 Planned Activity	Anticipated Outcome
	<p><u>Improving Community Partner Input and Use of their Expertise in ESA program:</u> Plan meetings with key community partners with all pathway teachers and content specific groups throughout year.</p> <p><u>Plan Collection of Best Practices from ESA 1997-present:</u> Pathway teachers will define and begin the collection, storage and dissemination of our best practices and key resources for instruction. Teachers will learn and practice the Critical Friends protocol in developing and adding to the collection.</p> <p><u>Opportunities to Learn about Best Practices from Other Schools and Districts:</u> Members of ESA Design Team will attend roundtable in June with CDE representatives to discuss CPA practices in relation to Linked Learning and Pathway goals. They will share what they learn through email and report out at August retreat.</p> <p>ESA Design Team members will share their experiences at CPA conference and plan for more teachers to attend in 2016 with a focus on best practices exhibited there.</p> <p>Reach out and plan observations and continue to share best practices (initiated though ACOE’s SLWRP) with SUDA at Castlemont and possible Environmental Academy at Tech.</p> <p>A team of ESA pathway teachers, community partners and students will visit Nashville Schools Nov 15, to observe Pathway Programs.</p> <p>Overall Planning at Pathway Teacher Meetings 1st and 3rd Mondays: Teachers will learn and practice the Critical Friends protocol in developing and adding to ESA practices and curriculum..</p>	<p>Cross-disciplinary and multi-grade level programs with Community Partner and Postsecondary Partners will be planned, continued, and adjusted in cycle of inquiry involving stakeholders.</p> <p>ESA will have a living, growing binder of activities, readings, and practices (including study tours) for use and improvement through a cycle of inquiry process.</p> <p>ESA will learn ways to preserve and improve our strengths as a CPA and LLO Pathway.</p> <p>ESA teachers will plan to attend the CPA conference and incorporate instruction and management practices in a cycle of inquiry process.</p> <p>ESA will incorporate best practices and improve pathway program.</p> <p>ESA will incorporate best practices and improve pathway program.</p> <p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes.</p>

	<p><u>Improving Success of At-Risk Students in Pathway Program</u></p> <p><u>Research into Class Size Reduction for 9th grade Pathway Sections:</u> Staff will discuss and explore the process of moving the core 9th grade classes (English, math, biology) to a class size that will reduce dropouts and increase graduation rates. Moving the Environmental Science Pathway from our cohort of low 60's which is divided into 2 sections of 30-33 to 3 sections of 21-22. Please see "Class Size Reduction: A Proven Reform Strategy" Dennis Van Roekel Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p> <p><u>Upgrade Intervention Plan for At-Risk Students:</u> ESA Pathway Teachers will make plans to meet regularly and design intervention strategies to keep families informed about students progress in each grade level. One staff member teaching at 10th grade level will use 0.2 FTE to determine and organize needed interventions.</p> <p>Pathway teachers will make plans to review, adjust and redesign plan as needed based on student data and individual student outcomes using a cycle of inquiry.</p>	<p>Process of reducing 9th grade class size will be researched, understood and pursued for 2016-2017</p> <p>All ESA students will progress toward graduation and be successful in ESA course.</p> <p>For struggling and at-risk students a consistent and effective intervention process will be used to get them back on track.</p>

3. Program of Study

<p>Current Programmatic Narrative Based on Rubric</p>
<p><u>Self-Assessment:</u> Our program has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards. We have regular collaborations with industry partners and postsecondary education institutions.</p> <p>ESA appeals to a broad diversity of students, regardless of their postsecondary aspirations.</p> <p>Integrates technical and academic coursework across subject areas at each grade level, but could expand and include transferable computer skills.</p>

Is aligned to grade- level academic and CTE standards. Pathway teachers have discussed CTE standards for our Industry Sector and Pathway in regards to course offerings.

Allows all pathway students to participate as a cohort in multidisciplinary projects: examples are water quality monitoring at Lake Merritt, recycling, collaborative senior projects.

May allow pathway teacher teams to have common preparation time. To date, time allotted by school schedule has been limited beyond common conference.

Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects. Examples are pooling of classes for special workshops in solar power, release of students for special projects, upper-class students presenting to 9th and 10th grade classes (in groups).

Reflection:

While ESA meets many of the rubric goals at the Developing or Achieving level, there have been inevitable changes and challenges brought on by curriculum and scheduling changes at the site and district level, especially in science.

In particular, moving “Biology P” from 10th grade to 9th grade 3 years ago eliminated Earth Science for our students and broke up our 2-period block for 10th graders. For the last 2 years Chemistry has been blocked with Environmental Studies I. The challenges created by these externally imposed school-wide changes continue to be absorbed and worked on, and will require continuing tinkering and work over several years to come. We need support from site administration to collaboratively address our students’ needs within the CPA and Linked Learning frameworks.

As a CPA, ESA requires students to enroll in in 4 pathway classes for 10th and 11th grades and 3 pathway classes in 12th grade. While our students need physical education to graduate and Understanding the Outdoor Recreation Industry is a a CTE Content Standard for our Pathway, and fundamental to Environmental Science and understanding our Earth, we have not been able to maintain a P. E. class in our pathway. We would like to work with a master-scheduling expert, if necessary, to explore how we can return this important, engaging and academically needed element to our program.

Having a common planning period has reduced course options for our students. 3rd year of languages, leadership, yearbook and other “singleton” classes are offered during ESA core classes as a result. Our students need and deserve access to these courses. We need to explore flexibility in student scheduling, and alternatives to common conference as regular, paid pathway staff meeting times..

We need to address interconnections of CTE classes as a sequence in collaboration with industry partners. Industry partners have volunteered to meet with our pathway teachers to this end. All we need is the time, and it requires more than a 1-hour conference period. We need to address integration of Chemistry and AP Bio/Adv with Pathway theme, drawing on a rich heritage of such interconnections and collaborations over the years. We need to revisit and plan for roll out of 11th CTE course in 11th grade program considering student academic needs.

Budget	2015-16 Planned Activity	Anticipated Outcome
	ESA Pathway Teacher Retreat August 17 and 18 . Staff will discuss pathway organization, especially in regard to the academic needs of advanced, behind in credit and special education students within the pathway Program of Study. Staff will review 2 years of student surveys on their needs.	Enrollment in advanced placement, interventions, and/or other pathway electives will occur without removing students from pathway core.

		<p>All pathway students will be able to participate as a cohort in the pathway's academic and technical courses</p> <p>Grade-level pathway teacher teams have common preparation period in order to troubleshoot and ensure inclusion of all ESA students.</p>
<p>4 Subs for 1 day = \$650 gas = \$100</p>	<p>A study group of ESA staff will visit another Science Academy/pathway recognized for its excellence by the end of October with the goal of studying its program of study and how individual needs of students are met.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study</p>
<p>non teaching hourly rate or stipend of \$1,000 per teacher for 3 days retreat</p>	<p>Stipends for pathway teams to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from advisory members from industry. In addition a review of current CTE curriculum available through sources like the UC Curriculum Integration Institute and CTE Online resources</p>	<p>Ensure that pathway theme and program of study aligns to industry and labor market needs. Increase the rigor and relevance of CTE courses with pathway program of study</p>
<p>sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p> <p>.40 FTE</p>	<p>Provide release time for pathway teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation.</p> <p>Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.</p> <p>Provide 0.4 FTE for a designated ESA Pathway Team member to manage early college credit courses and oversee and monitor student progress in early college courses.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the pathway program of study and pathway career theme. They will align PCCD course objectives and pathway student learning outcomes to create a transition to postsecondary programs.</p> <p>Designated fte to on-site personnel (AP or Counselor) to monitor student progress in early college courses and ensure students receive credit of courses and GPA bumps for UC approved courses on OUSD transcripts</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self-Assessment:

Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation.

Has a plan of sequenced WBL experiences

Has WBL opportunities at each of the pathway's grade levels for all students

Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade

Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences

Is developing a plan to evaluate the impact of WBL experiences

Reflection:

Although ESA has developed a rich program of WBL activities and programs, we need to develop specific plans with existing partners to go in small steps from guest speakers to graduated student experiences during the school year through mini-internships, cohort projects (like Salt Marsh Restoration), authentic senior projects with community partners, to summer internships (already at a developing level).

We need to work more collaboratively to take advantage of offers on the table to work closely with industry partners and postsecondary partners such as The Sierra Club, LEEP, Laney College, UC Berkeley, and Merritt College. While we have substantial venues for authentic showcasing of student accomplishments (Rotary Nature Center Display, State of Estuary Conference, School Board, presentations at Elementary Schools (LEEP has a proposal), also EarthTeam/SLWRP has had many opportunities), we would benefit from greater understanding within our team so that all teachers and courses could benefit and provide support to our scholars as they work on these WBL projects.

Pathway teachers are at a developing level of understanding the ECCO program. The full value of its elements need to be understood by the Pathway team.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$6,000 (\$23/hour)	<p><u>A Study Group of ESA teachers will review and disseminate information about the value of work-based learning as practiced in ESA.</u></p> <p>They will investigate multiple levels of WBL including mini-internships to full summer internships as well as non-school time study tours, and brainstorm multiple ways in which students can access them.</p>	<p>Students experience at each grade level, 4-6 high quality integrated work based learning experiences and graduate with 21st century and SEL skills that inform their personalized career and college plan.</p> <p>Each student builds a resume, experiences mock interviews,</p>
\$23/hour x 200 hours = \$4,600	Implementing the findings of the Study Group, Katie Noonan will organize work based learning study tours and internships. She will communicate	Provides students with opportunities to be exposed to, learn about, and analyze the changing demands and future trends of the labor market

	<p>the value, calendar and strategy for our students to engage in those activities.</p>	<p>Uses a formalized process to regularly gather input from industry and postsecondary partners regarding the quality of student WBL experiences, labor market trends, and additional WBL opportunities</p>
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5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Self-Assessment:

The pathway team:

Needs to assume collective responsibility for getting to know all pathway students

Collaborates to identify student academic, personal, and socio- emotional needs

Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students.

Communicates with families regarding the interventions provided to students

Collaborates with counselors to support students in developing and implementing individualized college and career plans

Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options

Provides or arranges several college and career exploration activities per year

Reflection:

While ESA has made considerable efforts and progress in meeting the rubric goals, much needs to be done so that all students stay on track and transition to a postsecondary education or a career plan. Pathway teachers saw a need to develop a 9th to 12th plan for keeping students on track. The pathway teachers would like to pilot a pathway study hall within the school day or after school (paid position). A Graduation Club beginning at start of senior year with benchmark has been partially successful and needs to be institutionalized and consistently employed. Developing strategies to maintain work-based learning program undiminished while assisting students with professional behavior issues to meet the standards for engaging in off-campus WBL experiences is a foreseeable challenge. In 2014/2015, we found that students who needed extra attention were falling through the cracks. Students who needed parent conferences, psychological counseling, behavior interventions etc. were left unserved for too long. We need to streamline and coordinate our intervention response across the Pathway.

Budget	2015-16 Planned Activity	Anticipated Outcome
	<p><u>Study Group of ESA teachers will review current student support needs and past efforts to address them as a pathway (CPA Certification document).</u> At least one teacher from each grade level will participate. The Study Group will make recommendations to be brought to the whole</p>	<p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations

	<p>pathway for discussion through a cycle of inquiry process and plans made to implement.</p>	<p>Identifies and monitors student academic, personal, and social- emotional needs</p> <ul style="list-style-type: none"> ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social- emotional needs ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations
<p>\$15,000 = 0.2 FTE</p>	<p>David White will be the ESA intervention specialist for our pilot program, working with 10th, 11th and 12th graders on attendance, grades and meeting graduation requirements. For this, Mr. White will need to work closely with Mr. Wallace, SPED and the campus health center.</p>	<p>Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success</p> <p>Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations</p> <p>Empowers students to assume responsibility for developing, executing, and monitoring their own college and career plans</p> <p>Supports students to, at least once each semester, review their progress with their families and their advisors</p>

Pathway: VAAMP

Pathway Title:	Visual Arts Academy	Pathway Teacher Leads:	Spinka, Shapiro, Clark
Industry Areas:	Visual Arts	Pathway Coach:	John Watkins
Pathway Lead Email:	daniel.spinka@ousd.k12.ca.us	Pathway Lead Phone:	510-461-3265
Pathway 2015-16 Enrollment (9-12)	192	Anticipated Grant* (\$200) x enrollment.	\$38,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
110	124	52%	16 (6.8%)	0%	13.2%	99%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
74 (31.6%)	0%	87 (37%)	58 (25%)	8 (3%)	2 (1%)	1 (1%)	2%

Pathway Vision:

The mission of the Visual Arts Academy Magnet Program (VAAMP) is to provide a comprehensive education in the visual arts which will enable students to be college and career ready to succeed in and serve the diverse and continuously evolving global societies of the 21st century.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

In Regards to team building and academy rituals our staff starts every year off with a retreat where we focus on cross curricular planning, our future vision for the academy and relationship building among other things. After the first marking period all students with a 2.0 or higher GPA are invited to an academy wide outing where they participate in a variety of team building activities. Around holiday time VAAMP hosts a parent night where families come and watch performances by their students as well as have an opportunity to see student work and interact with other families.

Our cross curricular planning is within an artistic lense. During our retreat and meetings times we backwards plan starting with our desired outcome and followed intentional exposure to the arts that are offered at our school.

With an academy with ten teachers we have a variety of pedagogical views, we do however have a standard perspective on our priorities of being diverse and inclusive, represent the school population with a focus on underrepresented groups such as special education. Part of our pedagogy is to base our curriculum off of student experiences and interest.

As a student in our academy, students engage in a variety of career and college focused experiences. These include: ECCO, internships, college visits, plays, museum and gallery visits, mentoring, job shadowing.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Daniel Spinka	Co-Director
Jesse Shapiro	Co-Director
Jenny Clark	Co-Director

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>1</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>3</i>	<i>Collaborative Learning</i>	<i>3</i>
<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>
Equity		<i>Teacher Collaboration Time</i>	<i>2</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>1</i>
<i>Diverse Student Representation</i>	<i>2</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>1</i>
<i>Pathway Theme</i>	<i>1</i>	Work Based Learning	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>2</i>	<i>WBL Pathway Outcomes</i>	<i>2</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

The pathway team is beginning to design a mission and vision for the school and pathway.

The mission and vision may be outdated and lack relevancy for the current program.

Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content.

Pathway staff, school and district leaders, and partners:

Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation

Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history

Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest

Uses diversity as a core principle underlying recruitment efforts with middle school students

The pathway's admission processes and practices:

Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland

Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated into some pathway elements (ie WBL) but not all elements.

Reflection:

Due to a transition in leadership and staffing of the academy, our mission is being reconfigured. We want our mission to reflect our team and currently we have two teachers leaving. We have an assortment of new visions among the academy and are working as a team to dial that focus towards something that the whole team feels passionate about. We want our academy to stand out, yet keep the roots that has made us strong for almost twenty-five years.

We have developed new community partners that we are defining roles for and we are realizing that some of our partners were developed with the passed generation of leadership and may be less relevant for our future mission. We remain committed to having the academy focused on representing the population seen across the entire school population.

Equity has traditionally been our VAAMP's strengths. We are always looking for ways to improve. Our school and academy are making strides to improve equity among the entire school.

Budget	2015-16 Planning Activities	Anticipated Outcome
10 teachers @ apprx. -\$800 flight -\$400 hotel -\$120 food	-Visit successful urban visual art academy In order to prepare, <ul style="list-style-type: none"> - Meet and define goals for visit - Research schools that meet those goals - Determine areas of difference and create focus for visit to see how other schools address areas of weakness in our academy 	We will be able to leave the visit with ideas that we can implement towards strengthening our academy. We would like to see how an art academy can be better involved with the community as a whole, creating a stronger professional learning base for our students.
	Team meetings that will guide the team to understand the needs and outcomes desired for our site visit.	This planning activity will help us pinpoint the desired outcomes for our site visit. At this point we should be able to develop answers for: What industry focus to want to adopt? What roles does each team member want to adopt in order to keep us sustainable? How will we address our major areas of improvement?
extended contract @ \$23 and hour for union teachers.	-Creation of Design team via advisory board. -Designation of roles -execution of design work	Advisory board will work hand and hand with academy directors to create budget and finalize design plan for implementation of Measure N funds and target goals by the necessary deadlines the board will be sufficiently prepared.

2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Self-Assessment:

Involves the design and public defense of high-quality products or services

Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups

Provide specific skill instruction and differentiated support to students in collaborative learning

Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution

Share lessons, resources, and best practices to improve their instructional practice

Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time

Pathway does not have structured time in schedule to provide PD on a regular basis.

There is a clear process for identifying the topics and training pathway teachers need in order to improve student outcomes.

Many topics will be covered in that PD, or the PD described does not align with the mission, values, and goals of the schools, does not meet the needs of the educational program, does not align with the school calendar, and/or does not take into consideration the needs of the staff.

The pathway does not have a structure for analyzing the effectiveness of the professional development.

Reflects the processes and products of industry professionals Involves critical thinking and creativity and requires students to make connections across the curriculum

Reflection:

For the past four years, we have made cross curricular and industry based curriculum development a stronger component of our academy. We do, however, acknowledge that we have not made the progress that we anticipated making at this point. Our academy has felt overwhelmed by other duties, tasks and responsibilities. By implementing the ECCO program, we have seen our sharpest rise in success and have three teachers taking on industry externships this summer. We expect the externship experience to help us have a more developed idea of how to better tackle our industry-academy connection for students.

Our “Senior Project” is our best example of how we meet this component. We are transitioning from an argumentative/ research based model to a portfolio/ client based model and rolling out the change in this upcoming school year. We are expecting to encounter some unexpected obstacles that we will have to problem solve.

Although we have had common planning periods over the last two years, we recognize that we have not utilized this time as an academy. OUSD has also had other priorities in terms of professional development time, which in no way has sufficiently met the needs of Oakland High or VAAMP.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$1000 stipend per teacher (4 teachers)	<p>English, Math and Art plan for transition in curriculum for core and CTE classes.</p> <p>This time is PD for addressing our self assessment scores regarding equity.</p> <p>UCCI Institute - planning for new math class curriculum Da Vinci Algebra and Da Vinci Geometry.</p>	<p>Transitioning into Da Vinci Math, more directly career connected CTE art classes and from AP to English 3. We intend to cross curricular plan. Teachers will use this time to develop more rigorous and engaging curriculum for all students.</p>
	<p>Follow up meetings from our site visit that will help us reflect on the our site visit and plan for changes that will help us improve our academy in our cross curricular planning.</p>	<p>Better vertical and horizontally aligned curriculum in our academic and CTE class that will show a natural transition for students.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric

Self Assessment:

Has been selected based on limited elements, such as teacher expertise and courses historically taught on campus

Has been selected by teachers or central office without community analysis including students, teachers, and industry.

Integrates some technical and academic coursework across subject areas at each grade level

Is aligned to grade- level academic and CTE standards

Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects

May allow pathway teacher teams to have common preparation time

Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects

Reflection:

Based on our self assessment, we believe this is one of our greatest areas for potential growth. We are entering into a transitional year where 1 of our CTE teachers is retiring, and the traditional “Fine Arts” and “Commercial Arts” focus of our pathway has become disconnected from industry standards. We hope to modify our pathway sequence so that it is better aligned with industry standards. Student interests have become more diverse and we would like to tailor our sequence to better facilitate student engagement.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$1000 Food, materials, and web service to keep advisory connected.	<ul style="list-style-type: none"> -Advisory Committee and outreach. Teachers will outreach to community partners and inquiring for new community partners. -Advisory will be reconfigured to sufficiently meet the needs of CPA and Measure N. -Advisory meetings will be held on a regular basis. 	<p>We need to build a stronger advisory committee that will include parents, more industry partners and current students.</p> <p>We would like to develop outcomes for our advisory board as well as a networking tool that would enable us to communicate between meetings.</p> <p>In our advisory we need to include community partners, students, parents and staff.</p>
\$1000 stipend for 6 teachers 10 teachers @ \$23 an hour \$2000 per teacher	<ul style="list-style-type: none"> -Professional development for research -Paid Meeting Time - Trade conference for staff (not CPA conference) -Teachers training following UCCI participation 	<p>Develop CTE sequence based on the transitional staff we have next year. We will also look to better vertically align our CTE and academic sequence through research-based recommendations.</p> <p>Would like to further develop our “client based model” senior project in which students are paired with industry partners to create a culminating product</p>
\$1000 stipend for counselor support	<ul style="list-style-type: none"> -Counselor meet with academy to understand what requirements and needs students have. 	<p>Cohort scheduling continues to be a priority that we will seek to take on in collaboration</p>

		with school administration and other SLC's at our site.
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment:</p> <p>Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences</p>		
<p>Reflection:</p> <p>While we feel we have provided many students with WBL opportunities (i.e. CEV visits, internships) we have not implemented our plan with a consistently sequenced, vertically aligned program. We would like our WBL to be more deliberate in terms of how these opportunities lead to careers and postsecondary opportunities.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
10 teachers @ \$23/hour for training	Training for ConnectEd Studios.	<p>We would like to better utilize Connect Ed Studios in order to obtain, track and use student interest data as an informative tool.</p> <p>Create a post CEV student reflection that will help students to synthesize information taken from CEV visits</p>
\$500 for web costs	Creation of website where students can post work to receive feedback from advisory board/community members	We would like to develop and better utilize our advisory board so that they will participate in the process of evaluating student work using the lens of industry standards.
\$23 an hour	Industry outreach time for our teachers to contact and develop relationships with community partners.	Students have better prepared and planned Career Exploration Visits.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>Self-Assessment:</p> <p>Assumes collective responsibility for getting to know all pathway students</p> <p>Collaborates to identify student academic, personal, and socio- emotional needs</p> <p>Provides some targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of most students</p> <p>Communicates with families regarding the interventions provided to students</p>

Cooperate with counselors to assure that students complete a 4- year high school plan

Share their personal knowledge about college and career options

Provide or arrange periodic college and career exploration activities for students

Reflection:

We currently include several structures that attempt to connect academy teachers with all academy students and academy students with each other across grade levels. We also make efforts to monitor student academic success during academy meetings. In the past, we have contracted out to an Intervention Specialist at our school site to work with students experiencing academic and behavioral difficulties based on social/emotional factors. We would like to expand our capacity to do this by creating an advisory-based structure in which teachers within the academy can work to monitor and respond to the academic, and social/emotional challenges our students encounter.

Budget	2015-16 Planned Activity	Anticipated Outcome
10 teachers @ \$23/hour	Training to familiarize team with AVID advisory	We would like to develop a vertically aligned advisory curriculum over the next year and implement this advisory year after next. We would like to explore AVID models for advisory and potentially attend AVID professional development.
\$8000 for lodging and food	-Staff retreat for beginning of year and end of year.	We would like to develop relationships with outside organizations that conduct work with at-risk and emotionally distressed youth. One organization we have considered is Project Reconnect. Contracting out to organizations that utilize restorative justice techniques and provide counseling for students would greatly expand our ability to address the needs of these students in our academy.
\$1000 stipend for SPED teacher	Adopt a SPED academy case carrier.	Finally, we have been looking for ways to include more SPED students in our program. We are looking into developing a working relationship with a SPED teacher. We want to develop a plan for SDC push in that would happen the following year with Measure N push in.

Pathway: *Project Lead the Way Engineering Pathway*

Pathway Title:	PLTW Engineering Academy	Pathway Teacher Leads:	Diane Johnson
Industry Areas:	Architecture, Civil Engineering, Information Technology, Computer Science	Pathway Coach:	John Watkins
Pathway Lead Email:	diane.johnson@ousd.k12.ca.us	Pathway Lead Phone:	(707) 712-1497
Pathway 2015-16 Enrollment (9-12)	192	Anticipated Grant* (\$200) x enrollment.	\$38,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
27	10	36	5	7	14	100

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
9	-	15	11	2	-	-	-

Pathway Vision:

The vision of Project Lead the Way is: engaging student interest in engineering & technology, as studies have shown that 75 percent of students talented in math and science during their K – 12 years decide not to pursue STEM in college. In addition, the field of engineering is grappling with an underutilization of potential resources: Only 13 percent of American engineers are women, while underrepresented populations account for just 12 percent of the engineering workforce.

We are about engaging student interest and equipping all students with the skills needed for a brighter future.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Historically, science and math have been taught in isolation. The project-based aspects of the **Project Lead The Way** curriculum give students a chance to apply what they know, identify a problem, find unique solutions, and lead their own learning, rather than be passive recipients of information in a question-and-answer, right-or-wrong learning environment. When students understand how their education is relevant to their lives and future careers, they get excited, and that is why PLTW students are successful.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Diane Johnson	Director

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>1</i>	<i>Collaborative Learning</i>	<i>2</i>
<i>Distributed Leadership</i>	<i>1</i>	<i>Teacher Shared Best Practice</i>	<i>1</i>
Equity		<i>Teacher Collaboration Time</i>	<i>1</i>
<i>Open Access & Equitable Opp.</i>	<i>2</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Divers Student Representation</i>	<i>2</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>3</i>	<i>Support of Student Needs</i>	<i>1</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>2</i>
<i>Pathway Theme</i>	<i>3</i>	Work Based Learning	
<i>Integrated Core</i>	<i>1</i>	<i>Types of Student Experiences</i>	<i>1</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

Pathway includes a mission and vision that provides some indication about what the pathway aims to achieve, but the mission lacks clarity or rigor around key elements.

The mission and vision statements may not be specific enough to create a compelling purpose for the pathway.

The mission and vision has limited impact on pathway outcomes.

Pathway lead takes on the majority of pathway work including outreach to industry partners, setting up career & college exploration visits, managing pathway student recruitment, and all business aspects of pathway operation including budget, purchasing and state required reports. Teachers do not identify as members of a pathway.

Pathway teachers request support from site and district leaders in order to ensure that necessary conditions are in place for successful program implementation

Is beginning to shift its admissions process from random or informal student encouragement to one that is based on student choice

Is developing plans to broaden recruitment efforts with middle school students

Is developing a plan to ensure open access for all students

The pathway's admission processes and practices:

Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland

Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated and strategically supported in all pathway development

Reflection:

We want our academy to consist of and reflect the demographics of our student population. We want them to be inspired and motivated to learn and embrace the principles of engineering and technology in such a way that will lead them to college or some technical career. We will intentionally recruit students in underserved populations and provide additional academic support to help them be successful.

We are in the unique position of recruiting talented teachers and staff to create and augment the vision and mission of this pathway. Right now, we are in the building stage and we are in the process of soliciting the additional input which allows them to participate in this vision and mission.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$1600 Extended contracts @ \$23 per hour per teacher 5-8</p> <p>\$500 Cost of facility & meals</p>	<p>Summer & Beginning of School Retreats:</p> <ul style="list-style-type: none"> Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, expanding Pathway Student Learning Outcomes from the PLTW curriculum, Industry CTE Standards, cross curricular planning and other assessments. Developing the Design Team and building community Developing the Program of Study for enhancing alignment with the above. Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that ensure program effectiveness
	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. 	<p>We have established practices and policies to promote open access and diversity through collaboration with business and community partners</p> <p>We do not track students once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway.</p>

	<ul style="list-style-type: none"> We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. We will work to develop policies and practices that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work. 	<p>We have multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>
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2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: The majority of the pathway teaching and learning time involves: Approaching + Reflects the processes and products of industry professionals involves critical thinking and creativity and requires students to make connections across the curriculum Involves the design and public defense of high-quality products or services</p> <p>Most pathway teachers: Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups Provide specific skill instruction in collaborative learning Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution</p> <p>Reflection: We want the project based learning activities to reflect real world problems and produce the learning opportunities that will teach and enhance their problems solving skills and critical thinking. The PLTW curriculum provides activities which encourage collaboration and communication within heterogeneous groups. We augment this by bringing in industry partners and guest speakers.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p> <p>\$7300: 2 Teachers Cost of training per course, Stipend \$1000x2</p>	<p>Conduct a 3 day professional learning on the creation of Communities of Practice aligned to Pathway Student Learning Outcomes</p> <p>Provide 2 days per month release time for CTE teachers to go into the field to engage with industry.</p> <p>Teachers will attend UCCI institute to develop English & Engineering Curriculum either 3 days or 10 days</p> <p>Teachers will attend PLTW course appropriate training for 10 days in the summer and yearlong workshops</p>	<p>Pathway teams will develop the tools to create a culture of collaboration amongst pathway teachers that then extends to entire pathway student body. This professional learning will specifically address the skills of teaming, collaborative learning, project management, leadership, and accountability</p> <p>CTE Teachers will gain exposure to the latest technology and career practices in industry and benefit from working with industry to more fully integrate industry standards, relevance and context their curriculum</p>

<p>\$2500: 2 Teachers sub costs + conference fees</p>	<p>Industry conference to stay informed of industry standards and practices sponsored by industry partners and organizations.</p>	<p>CTE Teachers will gain exposure to the latest technology and career practices in industry and benefit from working with industry to more fully integrate industry standards, relevance and context their curriculum</p>
<p>Non teaching hourly rate for pathway teams of teachers</p> <p>\$1500: Sub costs</p> <p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p> <p>\$1000</p>	<p>Release time and professional learning in PBL for pathway teams to curriculum map across content for the creation of integrated project based learning for students.</p> <p>Release time/substitutes so that pathway teachers can observe one another's teaching practices and give and receive feedback to improve instructional practice</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p> <p>Pathway teams will engage with industry based literature and reading materials that will keep the staff informed and exposed to current trends in the industry so that best practices can be developed and implemented in the program.</p>	<p>Pathway students will participate in two PBLs in each grade level. PBL projects will integrate at least two content areas and include industry collaboration and feedback in their creation. The result of these projects will be that students understand the connections between their core academics and the career focus of their pathway.</p> <p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes.</p> <p>Pathway teams will learn how to analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: Has been selected based on criteria in Developing and Approaching Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards Appeals to a broad diversity of students, regardless of their postsecondary aspirations Integrates some academic and technical coursework May be aligned to grade-level academic and CTE standards Is in the planning stages of allowing students to be scheduled as a cohort Allows a few or no pathway teachers to collaborate as a team (usually in pairs)</p> <p>Reflection: First we want to get our new team together, build community and get acquainted with the PLTW program and curriculum. Concurrently while team building, we must also develop a common or cross curriculum project which meets industry and academic standards while implementing common core applications.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>non teaching hourly rate teacher for 2 days retreat</p>	<p>Stipends for pathway teams to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from advisory members from industry. In addition a review of current CTE curriculum available through sources like the UC Curriculum Integration Institute and CTE Online resources</p>	<p>Ensure that pathway theme and program of study aligns to industry and labor market needs. Increase the rigor and relevance of CTE courses with pathway program of study</p>

<p>\$16,000 5-8 teachers & staff sub costs \$150x7x2 and travel which covers: \$400x8 - airfare \$120X4x2 hotel \$40x8x2 meals (\$8000 x2)</p> <p>hourly non teaching rate/ stipend/ or sub costs</p>	<p>Provide release time for pathway teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation. Visit at least two sites around the country.</p> <p>Provide release time for pathway teachers and community college teachers to collaborate on early college (dual enrollment) courses aligned to pathway program of study.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the pathway program of study and pathway career theme. They will align PLTW course objectives and pathway student learning outcomes to create a transition to postsecondary.</p>
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: Is conducting outreach to identify WBL experiences</p> <p>Is examining models to develop their own continuum of WBL experiences</p> <p>Has ad-hoc WBL experiences for some students</p> <p>Is creating a plan and timetable to begin developing WBL experiences across grade levels</p> <p>Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences</p> <p>Reflection: Field trips to industry sites and other appropriate places will be an integral part of our program. Many of our students have not been outside of Oakland and our goal is to take them to places and potential worksites to create a vision of what's possible.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1000 Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p>	<p>Pathway teachers collaborate closely with industry partners through individual Advisory Boards or district-wide Industry Partnership Councils in Engineering and Computer Science.</p>	<p>Pathway teams attend 2 - 4 Industry Partnership Council events, or hold 2-4 site based Advisory Board meetings, with support from the LLO & the Workforce and Economic Development Coordinator.</p> <p>Industry informs in writing and through active collaboration: pathway outcomes, required skills leading to industry certifications, industry related projects, WBL sequence and opportunities, budget support for purchases, expansion, and enhancement of the pathway program</p>

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5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: Collaborates with counselors to support students in developing and implementing individualized college and career plans</p> <p>Provides or arranges several college and career exploration activities per year</p> <p>Provide guest speakers from the industry on a regular basis to expose them to various career options</p> <p>Assumes collective responsibility for getting to know all pathway students</p> <p>Reflection: Since we are new we hope to do a good job in the following areas to ensure that we:</p> <ol style="list-style-type: none"> 1) support each and every student in the attainment of his/her academic / social emotional / career goals 2) check in with every student on a regular basis aligned with grading periods or the assessment calendar 3) have a system to regularly engage families in the education of their students <p>We know that our students complete a College and Career plan with their counselors, but we have not leveraged student plans to more deeply engage students in monitoring their own progress towards their goals, nor in engaging families through this open platform. We would also like to explore offering school year internships for our seniors.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$5000 onsite case manager</p>	<p>Provide fte for a designated site person as community liaison to assist in providing additional support, home visits and communication with marginalized students in the community and follow up with their families</p>	<p>Designated fte to on-site personnel (Case manager or Counselor) to monitor student progress</p>
<p>NA - embedded in planned PD</p> <p>NA - part of pathway work with coach</p> <p>\$1000 stipend</p> <p>\$1000: Cost of Trainer</p> <p>Extended contracts @</p>	<p>One day PD for all staff to learn about the College and Career Plans from ConnectEd Studios (CES)</p> <p>Continued engagement within pathway communities of practice, facilitated by pathway coach, to work with CES College and Career Plans to support students; engage families</p> <p>Stipend for one teacher within the pathway to become a ConnectEd Studios power user (PD provided by ConnectEd)</p> <p>In PD/ Workshops:</p>	<p>All adults at the school use the College and Career Plans to support students, to engage families, and to monitor student progress toward student stated goals</p> <p>Pathways integrate College and Career Plan analysis into weekly meetings</p> <p>ConnectEd Studios power user supports team to better utilize CES for student support, family engagement, WBL activities, and student project management</p> <p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> • Assures that each student is known well: their individual skills, strengths, challenges, interests,

<p>\$23 per hour per teacher for retreats</p> <p>Sub cost</p> <p>Cost of facility</p>	<ul style="list-style-type: none"> ● Contract with someone with professional experience in the design of <i>systems of support for students of need</i> to train the team ● Train the team on these systems design <p>In Retreats:</p> <p>Based on our PD, design <i>systems</i> to ensure that we proactively:</p> <ul style="list-style-type: none"> ● Support each and every student in the attainment of his/her academic / social emotional / career goals ● Check in with every student on a regular basis aligned with grading periods or the assessment calendar ● Have a system to regularly engage families in the education of their students <p>In Regular Common Planning Time:</p> <ul style="list-style-type: none"> ● Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up ● Practice using the systems we have designed ● Refine our approach using a cycle of inquiry 	<p>and aspirations Identifies and monitors student academic, personal, and social- emotional needs</p> <ul style="list-style-type: none"> ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and school/district service providers to identify and access culturally
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Pathway: AAMA Social Innovation, Civic Engagement, & Entrepreneurship

Pathway Title:	African American Male Achievement	Pathway Teacher Leads:	Jerome Gourdine Earnest Jenkins
Industry Areas:	Education, Government, Business, Technology, Sports, Entertainment, 4yr college acceptance, Post graduate training in different fields	Pathway Coach:	TBD
Pathway Lead Email:	jerome.gourdine@ousd.k12.ca.us	Pathway Lead Phone:	510 750-7182
Pathway 2015-16 Enrollment (9-12)	½ full pathway size	Anticipated Grant* (\$200) x enrollment.	\$19,200.

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50						

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
50							

Pathway Vision:

The Office of African American Male Achievement (AAMA) is pleased to offer innovative principals and intellectually curious students a college and career pathway that focuses on start-up entrepreneurship, social innovation, and civic engagement.

The Khepera Pathway equips students with the idea generation, analyzing and synthesizing information, and problem solving skills that are needed to run a business of any size in the 21st century and play critical leadership roles in any organization. Students will learn to solve community problems and operating social enterprises during their high school years.

Within the Khepera Pathway students learn that the world has come full circle, and that the worldview of Africans, and others, where community is more of a focus than simply making profit, leads to economic development and societal improvements. The culture that has been birthed in places such as Silicon Valley demonstrate that caring for the community and capitalism can lead to tremendous opportunity and deep impact.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

In regards to team building and academy rituals we want to start every year off with a retreat where we focus on cross curricular planning, our future vision for the academy and relationship building. During our community engagement night, AAMA hosts a parent night where families and communities come and watch presentations and or performances by their students as well as have an opportunity to see student work and interact with other families.

During our retreat and meetings times we will backwards plan starting with our desired outcome.

Part of our pedagogy is to base our curriculum off of student experiences and interest.

As a student in our pathway, students will engage in a variety of career and college focused experiences. These include: Destination College, ECCO, guest speakers, internships, college visits, field trips, industry visits, mentoring, and job shadowing.

When students understand how their education is relevant to their lives and future careers, they will get excited and that is why AAMA students will be successful.

Pathway Assessment:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Jerome Gourdine	AAMA Director
Earnest Jenkins	MDP classroom instructor

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	1
<i>Leadership Configuration</i>	1	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	4
Equity		<i>Teacher Collaboration Time</i>	2
<i>Open Access & Equitable Opp.</i>	1	<i>Teacher Professional Learning</i>	2
<i>Divers Student Representation</i>	1	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	2	<i>Support of Student Needs</i>	1
Program of Study/Master Schedule		<i>College and Career Plan</i>	1
<i>Pathway Theme</i>	2	Work Based Learning	
<i>Integrated Core</i>	3	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	1	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment: (copy/paste rubric 2)

(2) Pathway includes a mission and vision that provides some indication about what the pathway aims to achieve but the mission lacks clarity or rigor around key elements.

(1) The mission and vision statements may not be specific enough to create a compelling purpose for the pathway.

Reflection: We want them to be inspired and motivated to learn and embrace the principles of social innovation, civic engagement, and entrepreneurship in such a way that will lead them to college or some technical career. We will intentionally recruit students in underserved populations and provide additional academic support to help them be successful.

We are in the unique position of recruiting talented teachers and staff to create and augment the vision and mission of this pathway. Right now, we are in the building stage and we are in the process of soliciting the additional input which allows them to participate in this vision and mission.

One goal for the next year will be to establish some solid community partnerships that can provide input into the implementation of our program, especially presentations, work-based learning, and mentorship for our students.

We anticipate planning to increase the role of industry partners to support this important work. Finally our long term outcome is to make sure achievement is not predictable based on membership in any special population.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p> <p>Cost of facility & meals</p>	<p>Fall and Spring(Annual) Retreats:</p> <ul style="list-style-type: none"> ● Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Revisit Program of Study for enhancing alignment with the above. ● Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation.

	<ul style="list-style-type: none"> Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<ul style="list-style-type: none"> Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that ensure program effectiveness
	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. We will work to develop policies and practices that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work. 	<p>We have established practices and policies to promote open access and diversity through collaboration with business and community partners</p> <p>We do not track students once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway.</p> <p>We have multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>

2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment: Collaboration Time: Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration (Beginning and Designing)</p> <p>Rigorous, Relevant, and Integrated Learning: Involves critical thinking, problem solving, and production of products or services, lacks industry context. (Developing and Approaching)</p> <p>Collaborative Learning: Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups</p> <p>Reflection: We want the project based learning activities to reflect real world problems and produce the learning opportunities that will teach and enhance their problems solving skills and critical thinking. The Khepera curriculum provides activities which encourage collaboration and communication within heterogeneous groups. We augment this by bringing in industry partners and guest speakers.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Non teaching hourly rate for pathway teams of teachers	Release time and professional learning in PBL for pathway teams to curriculum map across content for the creation of integrated project based learning for students. Release time/substitutes so that pathway teachers can	Pathway students will participate in two PBLs in each grade level. PBL projects will integrate at least two content areas and include industry collaboration and feedback in their creation. The result of these projects

<p>\$1500 Sub costs</p> <p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p>	<p>observe one another's teaching practices and give and receive feedback to improve instructional practice</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p>	<p>will be that students understand the connections between their core academics and the career focus of their pathway.</p> <p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes.</p> <p>Pathway teams will learn how to analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.</p>
<p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p> <p>\$1,800 \$150x2x6 Sub costs for 2 days per month for 10 months</p>	<p>Conduct a 3 day professional learning on the creation of Communities of Practice aligned to Pathway Student Learning Outcomes</p> <p>Provide 2 days per month release time for CTE teachers to go into the field to engage with industry.</p>	<p>Pathway teams will develop the tools to create a culture of collaboration amongst pathway teachers that then extends to entire pathway student body. This professional learning will specifically address the skills of teaming, collaborative learning, project management, leadership, and accountability</p> <p>CTE Teachers will be gain exposure to the latest technology and career practices in industry and benefit from working with industry to more fully integrate industry standards, relevance and context their curriculum</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment:</p> <p>(2) Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district Has been selected by a team that includes students, teachers, industry partners, and district support personnel.</p> <p>(3)Integrates the majority of academic and technical coursework in all grade levels Is aligned to grade- level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements. Is in the planning stages of allowing students to be scheduled as a cohort Allows a few or no pathway teachers to collaborate as a team (usually in pairs)</p> <p>Reflection:</p> <p>Our coursework has not been vetted by a review of industry and postsecondary partners yet. The current pathway leadership will participate in industry and postsecondary conversations, and the future academy team has an active "wishlist" of additional courses that would benefit AAMA students. Coursework appeals to a broad diversity of students and their interests regardless of their postsecondary aspirations.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

	AAMA staff retreat August 10-14 . Staff will discuss the plan for A.P. classes and AVID strategies within the pathway. Staff will survey student views on their needs.	<p>Facilitates enrollment in advanced placement, interventions, and/or other pathway electives without removing students from pathway core.</p> <p>Ensures that all pathway students participate as a cohort in the pathway's academic and technical courses</p> <p>Ensures that grade-level pathway teacher teams have common preparation period</p>
4 Subs for 1 day = \$1500	AAMA staff will visit a similar /pathway by the end of October	Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study

\$1000 Food, materials, and web service to keep advisory connected.	-Advisory Committee and outreach.	<p>We need to build a stronger advisory committee that will include parents, more industry partners and current students.</p> <p>We would like to develop outcomes for our advisory board as well as a networking tool that would enable us to communicate between meetings.</p> <p>In our advisory we need to include community partners, students, parents and staff.</p>
<p>\$1000 stipend for 6 teachers</p> <p>6 teachers @ \$23 an hour</p> <p>\$2000 per teacher/administrator</p>	<p>-Professional development for research</p> <p>-Paid Meeting Time</p> <p>- Trade conference for staff (not CPA conference)</p>	<p>Develop CTE sequence based on the transitional staff we have next year. We will also look to better vertically align our CTE and academic sequence through research-based recommendations.</p> <p>Would like to further develop our “client based model” senior project in which students are paired with industry partners to create a culminating product</p>
\$2000 stipend for counselor support		Cohort scheduling continues to be a priority that we will seek to take on in collaboration with school administration and other SLC's at our site.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self-Assessment:

AAMA:

Is conducting outreach to identify WBL experiences

Is examining models to develop their own continuum of WBL experiences. Has ad-hoc WBL experiences for some students

Is creating a plan and timetable to begin developing WBL experiences across grade levels

Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences

Reflection:

Work Based learning occurs as an add-on to pathway program of study and CTE theme. Students need to experience work based learning in a more integrated industry focused way. Rigor, reflection and performance assessments need to be built around pathway WBL. Pathway teams need additional support from LLO and ASP to develop systems of support for students to be prepared, matched, placed, and managed through work based learning experiences.

Field trips to industry sites and other appropriate places will be an integral part of our program. Many of our students have not been outside of Oakland and California, and our goal is to take them to places and potential worksites to create a vision of what's possible and will happen.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$5,000 Extended contracts @ \$23 per hour per teacher</p>	<p>Release time for Pathway Teachers to plan and implement developmentally appropriate and sequenced WBL opportunities for ALL students by grade and pathway that include school year and summer opportunities. WBL Sequence is planned and aligned to support students as they work towards industry certification.</p>	<p>Students experience at each grade level, 4-6 high quality integrated work based learning experiences and graduate with 21st century and SEL skills that inform their personalized career and college plan.</p>
<p>Budget for Subs</p>		<p>Each student builds a resume, experiences mock interviews,</p>
<p>NA</p>	<p>Provide office space for on-site full time CTE Specialist and LL Pathway Coach and facilitate meeting schedule with pathway teams</p>	<p>CTE Specialist and Pathway coach are able to serve pathway teams effectively to increase integrated WBL opportunities and active industry partnerships</p>
<p>NA</p>	<p>Plan with LLO for funding and training FTE for a 16-17 Work Experience Education (WEE) course for employed students to receive elective credit and manage school year internships for credit.</p>	<p>Hire FTE for WEE course in master schedule. Increase the number of students who receive credit for being employed and placed in paid and unpaid school year internships</p>
<p>NA</p>	<p>Plan with LLO for internship stipend funding, transportation costs, and support for student internships in 16-17</p>	<p>Budget Measure N funds for internship stipends and transportation costs for students</p>
<p>\$10,000 Contract with AAMA Provider to provide support classes or</p>	<p>WBL case management and support for students is aligned and supported by After School Program in coordination and collaboration with pathways.</p>	<p>Students are directed, matched, supported, and prepared for challenging WBL experiences.</p>

<p>case management</p> <p>Schedule PD Extended contracts @ \$23 per hour per teacher Budget for Subs</p>	<p>Pathway Teams work with LLO to create one integrated project at each grade level that includes WBL outcomes and performance assessments</p>	<p>Students experience a coherent, sequenced CTE standards based project that includes a rigorous work based learning component</p>
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p>	<p>Pathway teachers collaborate closely with industry partners through individual Advisory Boards or district-wide Industry Partnership Councils in Social Innovation, Civic Engagement, Entrepreneurship, Business, Government, Education, and Technology.</p>	<p>Pathway teams attend 2 - 4 Industry Partnership Council events, or hold 2-4 site based Advisory Board meetings, with support from the LLO & the Workforce and Economic Development Coordinator.</p> <p>Industry informs in writing and through active collaboration: pathway outcomes, required skills leading to industry certifications, industry related projects, WBL sequence and opportunities, budget support for purchases, expansion, and enhancement of the pathway program</p>

5. Personalized academic, social, and emotional support services.

<p>Current Programmatic Narrative Based on Rubric</p>
<p>Self-Assessment: In support of student needs, the pathway team:</p> <ul style="list-style-type: none"> - Assumes collective responsibility for getting to know all pathway students and their families - Collaborates to identify student academic, personal, and socio- emotional needs <p>- Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students</p> <ul style="list-style-type: none"> - Communicates with families regarding the interventions provided to students <p>In support of college and career plans, the pathway team:</p> <ul style="list-style-type: none"> - Collaborates with Destination college advisor fellows and counselors to support students in developing and implementing individualized college and career plan - Provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options - Provides or arranges several college and career exploration activities per year <p>Reflection: We will need to create systems to ensure that we:</p> <ol style="list-style-type: none"> 1) support each and every student in the attainment of his/her academic / social emotional / career goals 2) check in with every student and their families on a regular basis aligned with grading periods or the assessment calendar

3) have a system to regularly engage families in the education of their student

We know that our students complete a College and Career plan with their counselors and we will leverage student plans to more deeply engage students in monitoring their own progress towards their goals and engaging families through this open platform.

We are interested in the ECCCO program and integrating ECCCO activities into our academic courses. We are also interested in expanding the ECCCO curriculum along with AVID strategies down to 9th grade, and up to 12th. We would also like to explore offering school year internships for our seniors.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>NA - embedded in planned PD</p> <p>NA - part of pathway work with coach</p> <p>\$2500 stipend</p>	<p>One day PD for all staff to learn about the College and Career Plans from ConnectEd Studios (CES)</p> <p>Continued engagement within pathway communities of practice, facilitated by pathway coach, to work with CES College and Career Plans to support students; engage families</p> <p>Stipend for one teacher within the pathway to become a ConnectEd Studios power user (PD provided by ConnectEd)</p>	<p>All adults at the school use the College and Career Plans to support students, to engage families, and to monitor student progress toward student stated goals</p> <p>Pathways integrate College and Career Plan analysis into weekly meetings</p> <p>ConnectEd Studios power user supports team to better utilize CES for student support, family engagement, WBL activities, and student project management</p>
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Develop plan to expand ECCCO curriculum and AVID strategies to include 9th and 12th grades. Send 9th and 12th grade teachers to ECCCO Community of Practice held monthly at LLO</p> <p>Work with LLO WBL Coordinator and pathway coach to better integrate ECCCO / WBL activities and AVID strategies within core academic courses. Meet with just this purpose once a month after school for an extended period; also embed within weekly pathway COP collaboration time</p>	<p>Ready to offer 9-12 ECCCO and AVID to pathway students in 16-17</p> <p>One integrated ECCCO / WBL activity / project per grade level (10 and 11) in Spring 16</p>
<p>Cost of PD/ Trainer</p> <p>Extended contracts @ \$23 per hour per teacher for retreats</p> <p>Sub cost</p> <p>Cost of facility & meals</p> <p>Potential contract w/ case manager or work w/ site</p>	<p>In PD/ Workshops:</p> <ul style="list-style-type: none"> ● Contract with someone with professional experience in the design of <i>systems of support for students of need</i> to train the team ● Train the team on these systems design <p>In Retreats: Based on our PD, design <i>systems</i> to ensure that we proactively:</p> <ul style="list-style-type: none"> ● Support each and every student in the attainment of his/her academic / social emotional / career goals ● Check in with every student on a regular basis aligned with grading periods or the assessment calendar ● Have a system to regularly engage families in the education of their students 	<p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> ● Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs

<p>care team</p>	<p>In Regular Common Planning Time:</p> <ul style="list-style-type: none"> ● Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up ● Practice using the systems we have designed ● Refine our approach using a cycle of inquiry <p>In ongoing professional learning time:</p> <ul style="list-style-type: none"> ● Network with other pathways/ schools/ teams to share promising practices ● Use protocols to refine practices 	<ul style="list-style-type: none"> ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations
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Pathway: **AVID College & Career Readiness Program**

Pathway Title:	AVID	Pathway Teacher Leads:	Amy Dellefield Jennifer Howard Emily Macy
Industry Areas:	4-yr college acceptance & career exploration	Pathway Coach:	John Watkins
Pathway Lead Email:	amy.dellefield@ousd.k12. ca.us	Pathway Lead Phone:	510-295-5048
Pathway 2015-16 Enrollment (9-12)	114	Anticipated Grant* (\$200) x enrollment.	\$22,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53	61					

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
41	2	35	34		2		

Pathway Vision:

AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society. Students enrolled in the AVID elective:

- will succeed in rigorous curriculum,
- will complete a college preparatory path,
- will enter mainstream activities of the school,
- will increase their enrollment in four-year colleges, and
- will become educated, responsible participants and leaders in a democratic society.

AVID's systemic approach is designed to support students and educators as they increase schoolwide/districtwide learning and performance.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

The AVID program strives to take students in the historically-ignored "middle" who have the college dream, but are not in position to obtain that goal due to lack of family support or weak or undefined academic habits. The AVID elective class supports them both academically and socially through routines and activities, using the cornerstones of AVID known as W-I-C-O-R: Writing, Inquiry, Collaboration, Organization, and Reading.

Students are taught collaboration and inquiry through twice-weekly “tutorial”, in which students work together in content area groups to solve questions presented in their class/homework. Organization is fostered through routine use and maintenance of a binder which contains organized sections for each student’s six classes. Reading and writing is emphasized through special assignments in which students read, discuss and reflect (written) on what they have read. Academic discourse is promoted through the regular use of Socratic Seminars and philosophical Chairs.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Amy Dellefield	Site Coordinator/ AVID Elective teacher
Jennifer Howard	AVID Elective teacher/ English content

Mallory Logan Emily Macy Monica Olmedo	AVID Elective teacher/Social Studies content AVID Elective teacher/Social Studies content AVID Elective teacher/ English content
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Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	2	<i>Rigorous, Relevant, and Integrated</i>	2
<i>Leadership Configuration</i>	3	<i>Collaborative Learning</i>	2
<i>Distributed Leadership</i>	2	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	3	<i>Teacher Professional Learning</i>	2
<i>Divers Student Representation</i>	3	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	3	<i>Support of Student Needs</i>	2
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	2	Work Based Learning	
<i>Integrated Core</i>	1	<i>Types of Student Experiences</i>	2
<i>Cohort Scheduling</i>	2	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

6. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
7. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
8. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
9. Add additional lines if you would like add additional budget items.
10. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

(2) The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable.

(3) Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content

(2) Pathway staff, school and district leaders, and partners: Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation

(3) Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history

(3) Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest

(3) The pathway's admission processes and practices: Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.

(3) Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth) are integrated and strategically supported in all pathway development

Reflection:

AVID sets out a strict vision about its mission and goals, but the mission and vision have not had the opportunity to be clearly integrated into most aspects of the program outside the AVID elective. Some

content areas teacher have been trained in AVID strategies, but specific teaming and collaboration of elective teachers and content teachers has not been available due to Master Scheduling conflicts. Because AVID is very strict about its recruitment process, AVID Site Team has been extremely cognizant and deliberate in its recruiting plan and strived to meet its goal of approximating AVID participation with the same demographic percentages as the overall student population. (Gender, ethnicity, GPA)

All AVID pathway teachers need to be given a common prep period to meet as formal team regularly. Besides recruitment practices, team needs to practice meeting as a formal team to share best practices, distribute leadership responsibilities and create integrated intervention plans for struggling AVID students.

While most of the pathway team believes in the core mission and vision of the pathway the influx of new staff makes it difficult to build a community of practice with consistent norms and values. There is a need for professional development that teaches pathway team members how to transition new members into the pathway and gain their buy-in.

There is also a need to review Pathway Student Learning Outcomes to ensure that they align to the OUSD Graduate Profile.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$1000</p> <p>Sub coverage</p> <p>Postage</p> <p>Printing</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Outreach to 9th grade students & parents</p> <p>Provide release time for AVID elective teachers to plan, produce and mail printed informational materials to 9th grade parents</p> <p>Provide release time for: Evaluate data from years 2007-2015 in regards to recruitment and retention, in comparison to school demographics.</p> <p>Provide release time for AVID elective teachers and Site Coordinator to attend District-sponsored PD on how to analyze and use data</p>	<p>Educate parents & students on the AVID mission, ensure growth of AVID membership</p> <p>Improve overall strategy for growing the AVID program at OHS, including balanced recruitment</p> <p>Complete report with recommendations for recruitment, Spring 2016</p>
<p>\$3,500</p> <p>Cost of facility & meals</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Measure N Design Team creation and development</p> <p>Regularly Scheduled Common Site Team Time:</p> <ul style="list-style-type: none"> ● Maintain systems of role definition, communication protocol, and workflow. <p>Regularly scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of AVID Site Team in relation to other pathways and the site <p>Fall and Spring retreats:</p>	<p>Oversee Measure N planning and AVID pathway buildout</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation ● Provide accountability for ensuring that necessary conditions are fully operational for successful program implementation

	<ul style="list-style-type: none"> ● Ensure <i>Mission & Vision</i> align with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Collaboratively create distributed leadership plan that defines roles, communication protocol, and workflow. ● Investigate industry partners to include the process 	<p>Document alignment of OUSD Graduate Profile and AVID's desired outcomes</p> <p>Each pathway teacher has a defined role in leading the pathway and identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p>
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2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric
<p>Self-Assessment: Some pathway teaching and learning involves:</p> <ul style="list-style-type: none"> ● Student-centered, research-based instructional and learning strategies ● Standards-based, project-or-problem-based learning that: <ul style="list-style-type: none"> ○ Integrates academic and technical content ○ Aligns with the pathway theme ○ Involves critical thinking, problem solving, and production of products or services <p>Most pathway teachers:</p> <ul style="list-style-type: none"> ● Ensure that students have daily activities that require them to work in heterogeneous pairs or groups ● Provide specific skill instruction in collaborative learning ● Are beginning to document students' growth in, and mastery of, effective teaming skills, including project management, group roles and accountability, and conflict resolution <p>Share lessons, resources, and best practices to improve their instructional practices</p> <p>Informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration</p> <p>Pathway teams occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement</p> <p>Some teachers share best practices, lessons, and resources to improve instructional practice.</p> <p>Pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway.</p> <p>Reflection: While all AVID elective teachers - and some content area teachers- have been trained in pedagogical techniques designed to increase and maintain rigor, we need to meet to discuss best practices and plan vertical teaming of common strategies.</p> <p>There is a need to Administration to designate AVID cohort content teachers so we can make certain they, too, are trained through AVID Summer Institute and regional trainings in the most timely manner.</p>

Budget	2015-16 Planned Activity	Anticipated Outcome
\$500 Sub coverage Extended contracts @ \$23 per hour per teacher	Release time for AVID Site Team teachers (elective and content) to share best practices and plan vertical teaming strategies	AVID's core principles: <i>Writing, Inquiry, Collaboration, Organization, Reading</i> are reinforced throughout students' academic
\$3,000 Registration & Lodging for 4 teachers	Require AVID content-area teachers (who have not already done so) to complete training at AVID Summer Institute 2016 or through regional trainings during school year	All pathway teachers are using the same pedagogical strategies within their subject areas, which which then be supported by AVID elective activities and projects

3. Program of Study

Current Programmatic Narrative Based on Rubric
<p>Self-Assessment: AVID appeals to a broad range of students</p> <p>Integrates some technical and academic coursework across subject areas at each grade level</p> <p>Allows most, but not all, pathway students to participate as a cohort in multidisciplinary projects</p> <p>Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects</p> <p>Reflection: Community college partners need to be brought into the discussion to ensure a post-secondary transition to those students who wish to continue pursuing a career outside of the traditional 4-yr college plan.</p> <p>The creation of pure cohort content classes remains an issue and makes it difficult for teachers to design and teach integrated multi-disciplinary projects. In addition, the lack of true cohorts means that some students remain not only isolated but in some cases leads to exclusion due the the fact that they do not share the same teachers.</p> <p>While site leadership has worked diligently to ensure common planning periods for other pathway teachers they have been unable to ensure this for AVID yet. This creates a barrier to the integration of CTE and Core as well as the creation of integrated project-based learning for pathway students. This will become an even larger issue as we look to expand pathway enrollment the next two years.</p>

The question of scheduling AP courses within pathways (or outside cohort classes) remains an issue of discussion within Program and Pathway Leadership Team.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1000</p> <p>Sub coverage</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Provide release time for collaboration between AVID Site Team, including Coordinator, Elective teachers, OUSD AVID District Director, and OHS Principal and Assistant Principal</p> <p>Provide release time for AVID Site Team to meet with community college partners</p> <p>Provide release time for pathway teachers and community college partners to collaborate of early college (dual enrollment) courses aligned to pathway needs</p>	<p>Assign content area teachers to AVID pathway & allow AVID students to schedule as cohort(s) in Master Schedule</p> <p>Distribute Pathway management chores more evenly between DD, Site Coordinator and Elective Teachers</p> <p>Coordinate campus tours and guest speaker opportunities as well as establish communication protocol between partners and AVID Site Coordinator</p> <p>AVID teacher-leaders and Peralta educators will identify courses that align to the pathway program of study. They will align PCCD course objectives and pathway student learning outcomes to create a transition to postsecondary plans.</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self-Assessment:

Provides many students with personalized WBL experiences that include career awareness and preparation

Is examining models to develop our own continuum of WBL experiences

Is creating a plan and timetable to begin developing WBL experiences across all grade levels

Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences

Reflection:

Because AVID's main focus is creating the opportunity for students to be accepted to a 4-year college program. We have talked about - but not implemented - expanding into worked-based opportunities but need help to do so. Our desire is to find a way to integrate more WBL opportunities through projects, speakers and field trips.

Field trips to industry sites and workplaces could be an interesting addition our program. Most of our students have limited exposure to a wide variety of careers and our goal is to introduce them to potential worksites and create a vision of what's possible.

We are interested in the ConnectEd program and the idea of linked learning. We would love to find a way to integrate ECCCO activities into our academic courses, but have limited knowledge about the extent of the program. We are also interested in expanding the ECCCO curriculum along with AVID strategies down to 9th grade, and up to 12th. We would also like to explore offering school year internships for our seniors.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1000</p> <p>sub coverage</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Release time for AVID elective teachers to attend ECCCO training</p> <p>release time for AVID Site Team to meet to strategize implementation of ECCCO activities and curriculum</p> <p>Release time for AVID Site Team to meet with ECCCO coaches to develop a speaker series for all AVID elective classes</p> <p>Release time for AVID Site Team to meet with ECCCO coaches to develop a plan that will provide students with a variety of opportunities for field trips related to career exploration</p>	<p>Educate AVID elective teachers on the ConnectEd program</p> <p>Create implementation timeline</p> <p>Provide opportunity for AVID students at all grade levels to interact with a variety of career professionals in addition to current slate of college representatives</p> <p>Provide opportunity for AVID students at all grade levels to interact with a variety of career professionals in their workplace settings</p>
<p>\$1000</p> <p>sub coverage</p> <p>transportation</p>	<p>Release time to plan and execute a pilot field trip for 11th grade AVID students to a workplace setting</p>	<p>Provide opportunity for 11th grade AVID students to interact with a variety of career professionals in their workplace settings</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric
<p>Self-Assessment:</p> <p>In support of student needs, the pathway team:</p> <p>Assumes collective responsibility for getting to know all AVID students, at all grade levels</p> <p>Collaborates to identify student academic, personal, and socio- emotional needs and provides immediate targeted interventions to support students</p> <p>Communicates with families regarding the interventions provided to students and provides them with opportunities to celebrate students' achievements</p> <p>In support of college and career plans, the pathway team:</p> <p>Collaborates with counselors to support students in developing and implementing 4-year high school plan</p>

Collaborates with counselors to support students in developing and implementing 4-year college

Provides structured opportunities to investigate college majors and career paths

Provides continuous college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options - thru AVID elective class and personalized meetings with AVID Counselor

Provides or arranges several college and career exploration activities per year

Reflection:

AVID elective teachers have done a pretty good job of knowing their individual students, but a better effort needs to be made to know all students in the pathway and to provide team-building opportunities across all grade levels of the pathway.

AVID elective teachers regularly review students progress thru mid-MP progress reports, and actual MP grades. Any grade below a B is immediately addressed through the use of the *Individualized Progress Plan*, which provides students with the platform to advocate for themselves with their content area teachers.

Parent involvement is a must in the AVID program and AVID elective teachers regularly communicate with parents in regards to student performance and attendance.

The AVID elective class provides structured projects designed to develop 4-year plans for both high school and college, to investigate college majors and campuses, and to consider career paths. What is needed is vertical teaming in regards to 10/11/12 expectations.

The AVID program has had to fund-raise privately to afford college campus tours for the last two years. Opportunities to include all students have been limited. It is our goal to include all students in all campus visits in the future. Studies show that students who are familiar with the college campus setting are not intimidated by it, but rather inspired.

Because all AVID students are challenged to take the most rigorous class load possible, AVID supports that effort through twice-weekly Tutorial sessions (structured study groups). Trained tutors are need to guide each group and college-age tutors are needed to lead that effort. We have been able to scrape by with grade-above Peer Tutors in the 10th & 11th grade classes, but have largely unsuccessful with same-grade tutors in the 12th grade AVID elective.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$8,000 3 tutors @\$12/hr for 38 weeks	Pilot adaptation of College-age tutors to supplement teacher in twice-weekly Tutorial process in 4 sections of AVID elective	Students are on-task more frequently and participate in study groups more thoroughly. Tutors provide differentiated support in tutorial to SpEd and ELD students
\$3,000 Sub coverage Transportation	Pilot community college visits for 10th grade AVID elective classes in late Fall 2015 Schedule two multi-campus college tour days for 11th grade AVID elective students in Spring 2016	Sophomores are familiar with the layout and feel of local community college campuses All AVID Juniors are able to visit local 4-year universities before applying to colleges in Fall 2016

Pathway: **Public Health Academy**

Pathway Title:	Public Health Academy (PHA)	Pathway Teacher Leads:	Suzi LeBaron, Director
Industry Areas:	Public Health, Health Sciences, Public Safety, Human Services	Pathway Coach:	John Watkins
Pathway Lead Email:	MyScienceMind@att.net	Pathway Lead Phone:	(707) 695-6873
Pathway 2015-16 Enrollment (9-12)	192 Note: Numbers below are 2014-15 demographics	Anticipated Grant* (\$200) x enrollment.	\$38,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
78	123	89.1	5.0	8.0	13.9	99.0

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
93	0	53	34	8	4	2	1

Pathway Vision:

Mission:

Oakland High School's Public Health Academy educates and prepares students to pursue careers in service of the public health needs of underserved communities.

Vision:

- Every graduating senior will be admitted to a four-year college or enter a public health-related field or course of study.
- PHA provides a culturally-competent public health professional preparation program.
- PHA empowers students to serve our communities addressing the public health needs of the underserved and marginalized.
- In collaboration with community partners, PHA encourages students to return and serve their communities, addressing the needs of the medically underserved.

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Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathway’s identity!

epidemiology, trauma, diversity, cultural awareness, respect,

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Suzi LeBaron	Academy Director
Jessica Forbes	Academy ELA Instructor

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	2
Leadership Configuration	3	Collaborative Learning	1
Distributed Leadership	2	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	1
Open Access & Equitable Opp.	3	Teacher Professional Learning	1
Divers Student Representation	3	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	2	Work Based Learning	
Integrated Core	2	Types of Student Experiences	2
Cohort Scheduling	2	WBL Pathway Outcomes	1

		<i>WBL Pathway Evaluation</i>	<i>1</i>
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Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self-Assessment:

The Public Health Academy has a mission and vision that provides some indication about what the pathway aims to achieve, but the mission lacks clarity or rigor around key elements.

The mission and vision statements may not be specific enough to create a compelling purpose for the pathway. The mission and vision has limited impact on pathway outcomes.

Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content.

Pathway staff, school and district leaders, and partners collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.

The Public Health Academy has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history

PHA has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest

PHA uses diversity as a core principle underlying recruitment efforts with middle school students

The pathway's admission processes and practices have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.

Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated into some pathway elements (ie WBL) but not all elements.

Reflection:

While the mission and vision of PHA are clear and are integrated in most aspects of the pathway, they could be further deepened and refined to reflect the academy’s commitment to practical and realistic expectations, such as work-based learning, and multi-levels of exit. Our mission and vision also don’t include rigorous standards for pupil performance.

While many aspects of pathway development and management are shared by the team, some of these roles are clearly defined and others are not.

The PHA team is pretty good at collaborating with school and district leaders. However, we have yet to reestablish relationships with community partners that existed before the founding co-directors left the school. One goal for the next year will be to establish some solid community partnerships that can provide input into the implementation of our program, especially work-based learning and mentorship for senior projects.

A commitment to diversity is reflected in admission processes and program practices. However, this commitment exists as a reflection of administrative guidance and not as established policies. It would serve the academy well to develop written policies and guidelines for practice that will help guide us as we seek additional collaboration with business and community partners.

We do not track students within the academy and do not have academic achievement requirements to continue to participate.

In the last two years, our academy has shown evidence of growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. Written guidelines and continued practice will lead us to multiple years of evidence.

Students from most, if not all, of the specific subgroups are represented in most pathway elements. However, we don’t have adequate classroom support for Special Education Students in every pathway class and activity. We are committed to inclusion and would benefit from in-class support personnel.

Budget	2015-16 Planning Activities	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher Budget for Subs Cost of facility & meals Cost of a facilitator	Retreats: <ul style="list-style-type: none"> ● Revisit Mission & Vision statements to reflect a clear, concise, compelling picture of what PHA aims to achieve. ● Develop basic written policies regarding diversity and inclusion. ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. 	PHA will have refined mission and vision statements and written policies regarding diversity and inclusion.

<p>Extended contracts @ \$23 per hour per teacher</p> <p>Cost of copying and binders</p>	<p>Development of a PHA teacher/partner handbook with refined mission and vision statements and written policies regarding diversity and inclusion.</p>	<p>PHA will have a teacher/partner handbook with refined mission and vision statements and written policies regarding diversity and inclusion. This tool will guide PHA teachers in language and actions both during outreach to partners and serve as a standard in the development of curriculum and activities.</p>
<p>Extended contracts @ \$23 per hour per teacher</p>	<p>Development of a PHA academy advisory board including community and industry partners, senior students, and parents</p>	<p>PHA will have an academy advisory board including community and industry partners, senior students, and parents that will meet three times during the school year.</p>

2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Self-Assessment:

Some pathway teaching and learning involves student-centered, research-based instructional and learning strategies standards-based, project- or problem- based learning that:

- Integrates academic and technical content
- Aligns with the pathway theme
- Involves critical thinking, problem solving, and production of products or services
- Provide daily opportunities for students to work in heterogeneous pairs or groups

Pathway teachers do share lessons, resources, and best practices to improve their instructional practice

They informally or intermittently collaborate during the school year to discuss program coordination, individual student needs, and curricular alignment or integration

Unfortunately, the pathway does not have structured time in schedule to provide PD on a regular basis.

There is a clear process for identifying the topics and training pathway teachers need in order to improve student outcomes.

Many topics will be covered in that PD, or the PD described does not align with the mission, values, and goals of the schools, does not meet the needs of the educational program, does not align with the school calendar, and/or does not take into consideration the needs of the staff.

The pathway does not have a structure for analyzing the effectiveness of the professional development.

Reflection:

We had several successful internal PDs this year -- one was in the form of a day-and-a-half long retreat where we spent one day envisioning the growth of the academy and the other half-day developing interdisciplinary curriculum. During another PD, which was conducted during our common planning time, we learned to use a protocol for quickly reviewing students of concern, a methodology that has proven successful and which we are still practicing and continuing to use. (However, additional PDs mean additional time out of the classroom and additional usage of subs, unless we find a way to schedule these trainings after school or on weekends, something many of us don't want to do frequently, even if paid.)

We need to develop a plan to observe one another's teaching, and give and receive feedback. We need scheduled collaboration time that is NOT a conference period, and is at least 2-3 hours long, ideally every other week, and preferably off campus. And we need to research and identify opportunities to attend PDs focused on the needs of our pathway as well as our individual content areas. At this point, district PDs and school PDs are competitive with pathway planning.

Finally, we need to develop a *simple* structure to analyze the effectiveness of both internal and external PDs, and to share relevant information with team members.

Budget	2015-16 Planned Activity	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher	Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> Collaboratively develop systems of role definition, communication, and workflow. 	Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.
Cost of facilitation and training Extended contracts @ \$23 per hour per teacher Cost of sub coverage	Retreat and/or Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> With the help of a facilitator/specialist, the team will receive training in best practices for inter-team observation and giving and receiving feedback in a way that makes team members feel safe and supported. 	Every pathway teacher will have the opportunity to observe another pathway teacher at least twice during the year and will know how to give and receive feedback.

3. Program of Study**Current Programmatic Narrative Based on Rubric****Self-Assessment:**

Our pathway theme was selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district.

It was originally developed by a team that included students, teachers, industry partners, and district support personnel.

The theme integrates some technical and academic coursework across subject areas at each grade level and is aligned to grade- level academic and CTE standards

It allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects

Cohort scheduling allows pathway teacher teams to have common preparation time and supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects

Reflection:

Our coursework has not been vetted by a review of industry and postsecondary partners since the beginning of the academy (which was only 5 years ago). The current academy leadership continues to participate in industry and postsecondary conversations, and the academy team has an active “wishlist” of additional courses that would benefit PHA students. Coursework appeals to a broad diversity of students, regardless of their postsecondary aspirations.

While our coursework integrates some technical and academic coursework across subject areas, it is not the majority of our coursework. Much of our ELA curriculum reflects the theme of the academy, and we offer technical information in CTE, Chemistry, and Anatomy and Physiology. Social studies classes (history and Gov/Econ) are the least integrated at this time, but are working on incorporating thematic information into curriculum. The academy offers yoga, taught by a trauma-informed trained yoga teacher with a PE credential, as an alternative PE class. Math and foreign languages are taught outside the academy and PHA currently offers no electives. Notably, we would like to offer a psychology class, an expressive art and/or integrated media class, medical statistics, American Sign Language, and classes that utilize the students pre-existing language skills, such as medical interpretation in various languages.

All but one of our teachers share a common conference period, and the team meets weekly. However, it continues to be hard to find common planning time, even with the offer of pay. Our most successful planning sessions have been longer (4+ hours) and off campus. We will need to find a way to build in more successful planning sessions in all combinations -- academy-wide, within grades, and vertically within disciplines.

It would be helpful for the team to develop a planning framework for multidisciplinary projects that could be used to guide the develop of curriculum.

Budget	2015-16 Planned Activity	Anticipated Outcome
Extended contracts @ \$23 per hour per teacher Potential cost of sub coverage	Retreat and/or Regularly Scheduled Common Planning Time: Teachers work together in smaller groups, by grade level, and vertically, and also in academy-wide groups to plan.	Common planning practices in smaller groups, by grade level, and vertically, and also academy-wide. Academy curriculum will include interdisciplinary projects at grade-level and vertical and academy-wide themes.
Extended contracts @ \$23 per hour per teacher	Academy teachers have the opportunity to see best practices in project planning within other multi-disciplinary teams.	Each academy teacher observes best practices within other multi-disciplinary teams.

Potential cost of sub coverage	Academy teachers develop a basic framework to facilitate the development of multidisciplinary projects	Academy teachers will use a framework to facilitate the development of multidisciplinary projects. This framework will include common rubrics.
Potential cost of travel and lodging		

4. *Work-based Learning*

Current Programmatic Narrative Based on Rubric		
<p>Self-Assessment:</p> <p>Currently, PHA provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation.</p> <p>The academy has a plan of sequenced WBL experiences and has WBL opportunities at each of the pathway's grade levels for all students.</p> <p>PHA is creating a plan and timetable to begin developing WBL experiences across grade levels and is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences.</p> <p>Reflection:</p> <p>The academy's participation in the ECCCO program has helped to create an expectation of WBL learning opportunities for our rising juniors and seniors. However, we need to establish more job and internship WBL opportunities for PHA sophomores. While some currently exist, they are only pursued by the most motivated of students. We need to establish a plan to catalog and present non-ECCCO WBL activities in way that makes access equitable. Additionally, we need to develop a continuum of WBL activities that will include seniors working on their senior projects.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Bulletin board materials.</p> <p>Cost of binders, copying, paper, etc.</p>	<p>Team's WBL coordinator and staff will establish and maintain contacts with entities that provide WBL at every level, including ECCCO, The Wellness Center, Kaiser, and other programs.</p> <p>There will be a updated binder and bulletin board at each end of the campus (old and new building).</p>	<p>PHA has a catalog of available WBL opportunities and enrichment activities for students at all grade levels. We will publicize these opportunities on common bulletin boards and the academy's FaceBook page, as well as keep binders with additional information, application forms, etc. Information is updated regularly.</p>

<p>Extended contracts @ \$23 per hour per teacher</p> <p>Potential cost of sub coverage</p> <p>Potential cost of travel and lodging</p> <p>Cost of food and potentially Extended contracts @ \$23 per hour per teacher</p>	<p>Retreat and/or Regularly Scheduled Common Planning Time:</p> <p>Through literature and direct observation, academy teachers explore best practices in WBL at all levels.</p> <p>Teachers create a common rubric for WBL activities and develop a method for students to receive credit and/or grade support for participation.</p> <p>The academy will hold WBL “Share-Out” events with presentation and celebration at least once per semester, including pathway partners.</p>	<p>Students at all grade levels are encouraged to participate in WBL activities and receive credit and/or grade support for participation.</p> <p>There is a rubric to gauge student participation.</p> <p>Students share their experiences through writing and presentation as a requirement of the rubric.</p> <p>PHA celebrates WBL achievements with student participant appreciation events, FaceBook posts etc.</p>

5. Personalized academic, social, and emotional support services.

<p>Current Programmatic Narrative Based on Rubric</p>
<p>Self-Assessment:</p> <p>The PHA team assumes collective responsibility for getting to know all pathway students and collaborates to identify student academic, personal, and socio- emotional needs.</p> <p>The team provides some targeted, culturally responsive interventions to support the academic, personal, and social- emotional needs of most students and communicates with families regarding the interventions provided to students.</p> <p>Additionally, the team collaborates with counselors to support students in developing and implementing individualized college and career plans, provides and/or arranges some college and career counseling or advisement to students about course sequences, college eligibility and admissions, and career options, and provides or arranges several college and career exploration activities per year.</p> <p>Reflection:</p> <p>This year, we began using a evaluation tool to review students of concern and assign them to targeted interventions. However, we have a lot of work to do using the tool in a way that is natural and automatic. As a team, we need to explore additional services at the community and district level to address student’s academic, personal, and social-emotional needs.</p>

It would be a good idea for PHA to establish positive contact with parents earlier in the year, perhaps with an outreach event, student and family handbook, etc. This could include an academic review, where parents learn how to read transcripts, understand A-G requirements, academy offerings, etc.

Additionally, we need to continue to explore opportunities for tools, processes, and activities that empower our students to make informed decisions about their transition to postsecondary options.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Cost of food</p> <p>Cost of counseling department support</p> <p>Cost of copying</p>	<p>PHA staff works with the counseling department, administration, and Wellness Center to plan two Family Nights, with dinner provided, each to be held by the middle of the second marking period.</p> <p>Staff will develop a basic student and family handbook</p>	<p>PHA holds two Family Nights per year with academic counseling, and a presentation of academy offerings.</p> <p>Families are provided with a basic student and family handbook that includes contact numbers, information on using Aeries, PHA program expectations, graduation requirements, and a glossary of terms and acronyms.</p>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Oakland International High School	Principal	Carmelita Reyes & Sailaja Suresh
Pathway Industry Areas:	Multimedia	Principal Phone:	510-435-3271 Carm's 51-277-2896 Sailaja's
School Address	4521 Webster St Oakland Ca 94609	Principal Email:	Carmelita.Reyes@ousd.k12.ca.us Sailaja.Suresh@ousd.k12.ca.us
School Phone	510-597-4287	School Fax:	510-597-4292
2015-16 Enrollment (9-12)	430	Anticipated Grant* (\$200) x enrollment.	86,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
61.4%	38.6%	99%	4.8%	2.4%	97.1%	98.1%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
3.8%		31%	51.9%	1.4%		8.6%	

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Carmelita Reyes	Co-principal
Sailaja Suresh	Co-principal
Lauren Markham	Community Schools Manager

Irene Kim	12th grade team leader
Kyle Svingen	11th grader team leader
Andrea Negrete	9/10th grade team leader
Salem Peterson	9/10th grade team leader

School Vision:

The mission of Oakland International High School is to provide quality alternative education for recently arrived immigrant students in English language acquisition and in preparation for college. Our diverse students become active participants in our community while learning in small groups through hands-on, interdisciplinary projects and collaboration.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Oakland International High School opened in August 2007 with the support of the Internationals Network of Public Schools, Oakland Unified School District, and the Bill and Melinda Gates Foundation. The school targets a population of students, newly arrived immigrants, who have historically been underserved nationally, in California, and in Oakland.

At Oakland International, no student is anonymous. Each grade level has only 100 students. Our small size and our team structure allow personalization, growth, and success for our students. In their first two years at Oakland International, students remain with the same team of 5 teachers. In their junior and senior years, seniors will have opportunities for internships and community service in different settings, from businesses to government offices to community organizations. All students participate in our multi-media California Partnership Academy that gives students the technology skills required for college and careers in the 21st century.

All our teachers are trained in the Internationals Approach to teach students to improve their speaking, writing, and reading skills in English. We believe that English language acquisition is best fostered in an academic environment in which students participate in 1) Heterogeneous groups 2) Project based curriculum 3) English development is integrated into all content areas. Working in small groups, students learn academic content, art, music and technology through rigorous, hands-on projects as they learn their new language.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment.

Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>3-</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2+</i>
<i>Leadership Configuration</i>	<i>4</i>	<i>Collaborative Learning</i>	<i>3-</i>
<i>Distributed Leadership</i>	<i>3-</i>	<i>Teacher Shared Best Practice</i>	<i>3</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>4</i>
<i>Open Access & Equitable Opp.</i>	<i>4</i>	<i>Teacher Professional Learning</i>	<i>3+</i>
<i>Diverse Student Representation</i>	<i>4</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>3+</i>	<i>Support of Student Needs</i>	<i>3</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>2</i>
<i>Pathway Theme</i>	<i>3</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>3</i>	<i>Types of Student Experiences</i>	<i>2+</i>
<i>Cohort Scheduling</i>	<i>3+</i>	<i>WBL Pathway Outcomes</i>	<i>2+</i>
		<i>WBL Pathway Evaluation</i>	<i>2</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self-Assessment.. Planning activities should be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

OIHS has a clear mission and purpose. There are strong leadership structures and practices in place. One weak link is that teachers, particularly newer teachers, don’t identify as “pathway” or “academy” teachers but as “Internationals” teachers. We think this is largely because we only have one pathway. Teachers don’t necessarily see activities such as cohorting students, internships, KDOL classes, computer electives, digital portfolios and workplace visits as an outgrowth of being a “media pathway” but rather as just something that we do at our school that is good for kids. We identified that many of the new teachers at OIHS need to understand “why” we do what we do. They need to hear the birth story of the school and academy. They need to understand the rationale for requiring all teachers to create multimedia projects and participate in the digital portfolio process.

We currently have multi-media advisory board meetings once a year and have begun tying that work to the district-wide media advisory board meetings that are held by KDOL. This work feels tied to industry, but the message is not necessarily coming back to teachers clearly. We need to add this check into our regular meetings with teachers, the same way we focus on language integration into every post-conference with teachers. The pathway elective teachers have begun work on vertical integration, but more needs to be done. We will have a full time and two part-time coaches on campus next year who will help with this work.

OIHS has strong scores in the area of equity. Students are not tracked by English, math, SIFE status, or other factors. RSP students are part of all classes. OIHS is also moving to a full inclusion mode in which SDC students will participate not just in media pathway electives but also core academic classes. While structurally, many pieces are in place to enable equitable outcomes; OIHS has tremendous work to do closing the opportunity gap for newcomer ELL students, many who have interrupted formal education. Our coursework, staff PD, and support systems are designed to address this achievement gap.

Specifically, the staff has identified the high failure and dropout rate in 11th grade as a priority area to address when closing the achievement gap. To that end, next year OIHS will pilot the use of an 11th grade IA to push into classes to help failing students understand and pass their classes. The IA will also sit on COST and be a liaison between the team and student services.

Budget	2015-16 Planning Activities	Anticipated Outcome
	June, August, Jan retreats for all staff: Describe the purpose/founding of the academy, provide time for teachers to plan multimedia projects.	All teachers will identify as academy/pathway teachers. All teachers will create a multimedia project for their classes.
	Adapt mission statement to include pathway work.	Mission will become more focused on our work as an Internationals school and as a media academy.
	SDC students will be transitioned into inclusion English and Math classes	SDC students will have total access academic and elective pathway classes
\$26,000	Instructional Aide at 11th grade	Reduce the failure rate in 11th grade by providing ELL and SIFE students with

		timely and strategic academic support in their classes and increasing the communication between the team and COST
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>The Internationals Approach to teaching English emphasizes, among other things, heterogenous group learning. For this reason, we curate cohorts of students to ensure linguistic and skill heterogeneity. Within the classroom all students have purposeful assigned seating at tables that allow students to engage in collaborative activities in heterogenous groups. Cooperative learning is largely a western construct and has to be taught to most of our students. Much of the work of 9th and 10th grade teachers consists of teaching students how to learn in this new “American” cooperative structure.</p> <p>All students participate in a year-end portfolio presentation of their learning, using an e-portfolio that travels with them and grows each year. There is some project-based work happening in classes currently.</p> <p>OIHS is moving to a block schedule next year in order to enable more project based learning in all classes. We need strategic coaching support and changes to our PD structures to make sure this is happening. PD will be distributed from whole staff to departments, which will be led by coaches. Every teacher will share their curriculum out 2x a semester. Currently, all teachers have 4 release days to observe with each other and meet with their coaches and planning partners. Spring release days were somewhat unsuccessful because teachers did not want to be out of their classes so frequently. Fall release days were very positively reviewed. In 15-16, we will provide teachers with 2 release days in the fall to observe, meet with coaches and planning partners. We need to add a lens towards academy work to the walkthrough/peer observation form we use.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$60,000	<p>Contract for a part time project based learning and Measure N coach. The consultant (Eve Gordon) will coach a limited number of teachers, coordinate 2 department meetings weekly, and be responsible for helping us form and facilitate the work of our Measure N committee. Previously Eve oversaw our school quality review and WASC process and is knowledgeable about both our model and strategic plans.</p> <p>(Note: 1.4 FTE in additional curriculum coaching is covered as part of our school budget and through a grant). All teachers will receive coaching support in both their planning and execution of units.</p>	<p>All teachers will implement at least one multimedia project during the year.</p> <p>Eve will facilitate the Measure N committee meetings and work with administration to set agendas and timelines for work that will allow for widespread staff participation and the creation of a plan and budget that is cohesive with other funding streams and mandates.</p>
	Instructional coaching for pathway elective teachers	Better alignment with pathway elective class outcomes so the sequence builds up to the 12th grade capstone experience.
	Teachers have 2 release days to observe master teachers and plan curriculum with their coach	Teachers will adopt best practice teaching strategies and have well planned units.
	Curriculum Tuning within departments weekly	All teachers will be expected to plan and present their curriculum to colleagues for feedback 2x per semester.

	Form a Measure N standing committee	Committee that will visit schools with similar populations/pathways to identify best practices, analyze the needs of OIHS, coordinate with administration to align budget priorities across funding streams, and create a 3 year plan to effectively implement Measure N funding
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3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>OIHS is a CPA multi-media academy. Facility using technology is required for college and workplace success. This focus on multi-media was selected to specifically address a gap in technology skills we saw in the newly arrived immigrant population. A multi-media focus also has broad support with students, and the skills are taught both in pathway electives and throughout their content classes.</p> <p>OIHS has a master schedule in which all students, 9-12th grade, are programmed into heterogeneous cohorts that share a common set of teachers. All students also participate in the multimedia pathway. All newcomers have access to A-G curriculum (not ELD).</p> <p>Next year, we are changing the master schedule to accomplish the following goals: Teachers will almost have double the planning time next year, all teachers will have a common prep with their department, all teams of teachers will have at least 1 hour of common meeting time each week, and class periods will be expanded into blocks to facilitate project based learning.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	Redesign the school's master schedule to support additional teacher planning time and student interventions as well as enable project based learning	Block schedule that nearly doubles teacher planning time, provides more pathway elective and intervention classes built into the regular school day, and provides large blocks of time for projects

4. Work-based Learning

Current Programmatic Narrative Based on Rubric
<p>Historically, "work/career" activities have taken place largely in 11th and 12th grade classrooms. However, in the past 2 years OIHS has made an effort through Career Week to plan advisory curriculum that supports students to begin thinking about their future careers and brings in speakers from various industry groups to talk to all advisories. In addition, the 9th and 10th grade math classes have created a project to explore careers and the costs necessary to attend training programs and the lifetime income generated by a particular profession. In the 12th grade, all students take a career readiness/internship class or KDOL internship class. We also provide a multi-grade level elective class "American Dream" focused on career exploration.</p> <p>Students are currently participating in pathway elective classes that build their skills, but we need to be clearer with students (as well as teachers) that our focus is on multimedia, with the goal being that they can get a job or pursue higher education in this field when they graduate. We would like to make the connections more visible. One of our project coaches can help with making this learning visible. Academic teachers also need to incorporate more media projects into their classes, deliberately making connections to their content areas. We need to identify assessment criteria for what successful implementation looks like.</p>

Budget	2015-16 Planned Activity	Anticipated Outcome
	Explicit ask in Scope and Sequence for multimedia project. Meet with each teacher at the beginning of the year to ensure this project is present.	Every teacher will have a multimedia project in their scope and sequence.
	Leadership retreat in August - what does a successful academy look like?	Develop a first draft of assessment criteria and action items for leadership.

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>OIHS has a strong COST team, lots of community partnerships, and almost 100% participation in parent conferences, in addition to participation in community walks and home visits by all teachers. We'd like to work on improving our tracking of student interventions from year to year and team to team. We provide interventions specific to our immigrant community - for example matching 94 students in deportation proceedings with lawyers, 60+ students in 1:1 counseling, 5 survival english classes, 6 reading classes, a Sife math class, 3 cahsee prep classes etc.</p> <p>Constantly changing demographics make it difficult to identify how well interventions are working. For example, we have experienced a huge increase in the number of unaccompanied minors at our school this year. On average, they represent students who have been out of school for more than 3 years and have huge academic/social-emotional needs. Despite tremendous investment in reading intervention classes and truancy interventions this year, the overall school data remains largely unchanged. This either means our interventions were unsuccessful, or perhaps the opposite. Without these interventions, our outcomes could have plummeted. Careful study of our interventions, costs, and outcomes needs to occur.</p> <p>Each grade level visits at least 2 colleges each year and all students participate in Career Week activities. However, we would like to begin working with students earlier than 12th grade to an individual college and career plan.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	All students will visit at least 2 colleges annually as well as participate in Career Week activities through advisory	By 11th grade students will have visited a variety of 4 and 2 year schools, understand the differences, and develop a plan to attend post high school training programs or college
	11th grade advisory unit developed to begin college planning	Students enter 12th grade with a basic plan college and financial aid plan that will enable them to focus on specific schools and earlier in the application process



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Multiple Pathway**

School:	Oakland Tech	Principal	Staci Ross- Morrison
Pathway Industry Areas:	Computer Academy Health Academy Fashion, Art & Design Engineering 9th Grade (New)	Principal Phone:	510.228.9730
School Address	4351 Broadway, Oakland CA 94611	Principal Email:	staci.ross-morrison@ousd.k12.ca.us
School Phone	510.450.5434	School Fax:	510.450.5428
2015-16 Enrollment (9-12)	2019	Anticipated Grant* (\$200) x enrollment.	403,800

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
1034	985	985	236	88	163	1957

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
702	6	383	33	33	9	458	48

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Josue Diaz	Assistant Principal

Staci Ross- Morrison	Principal
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School Vision:

All members of the Tech community will work cooperatively and communicate respectfully in a peaceful, safe and clean environment. All Tech students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential. All Tech students will graduate with strong academic, vocational, and social skills, prepared to enter college, quality jobs and career training.

Signature School Practices:
What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

The Oakland Tech Way is reflected in our School Wide Pillars. These Pillars state our expectation and values as students, staff and community members of Oakland Technical High School. We all commit to holding each other accountable to the following Pillars because we believe they will help us all learn and succeed together. Our Pillars are: **1. Positive Expression:** We use our words to positively express ourselves and encourage each other, because we all deserve to be heard and respected. **2. Honor:** We honor each other’s voices , beliefs, and personal space, because what is play or affection to one person can be harassment to another. **3. Focus:** We commit to keeping each other focused, because we can’t excel in our education if we’re disengaged or distracted by noise and side conversations. **4. Community:** We collaborate to build a supportive community because a culture of connection and support makes us all stronger

9th Grade-
Our 9th grade structure has been designed to assist all students (specifically Early Warning students) with the transition. The ‘House’ system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar; 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Admin and teachers meet on a bi weekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles.

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2

<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>3</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>2</i>
<i>Open Access & Equitable Opp.</i>	<i>1</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Divers Student Representation</i>	<i>2</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>2</i>
<i>Pathway Theme</i>	<i>1</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>3</i>	<i>WBL Pathway Outcomes</i>	<i>2</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Although each of the academies have been established and created their own mission, we do not have a system of accountability for all academies. The overall vision of Tech needs to be the pillar that all academies are based off of. Due to the lack of outreach, many students are unaware of the opportunities. Another issue we face is the access to certain programs and academies. We would like to focus on equity and diversity when planning and creating an overall vision and pathway support system. We would like input from various stakeholders when creating a plan that incorporates leadership development and equity.

Budget	2015-16 Planning Activities	Anticipated Outcome
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<p>\$3,000</p> <p>stipends</p> <p>food supplies</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments.</p> <p>(7 teachers x 20 hrs x \$23)</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>All members of the Tech Community will be knowledgeable of the vision and mission of tech and that they guide decisions and our work.</p>
<p>N/A</p>	<p>Staff/Admin systems/structure planning- Clear roles and responsibilities for each pathway</p>	<p>Each pathway will be clear on the roles and responsibilities of every member on the team and the supporting team</p> <ul style="list-style-type: none"> ● Pathway Lead ● Pathway coach ● Pathway teachers ● Lead Administrator
<p>\$24,000</p> <p>.40 fte</p>	<p>College Counselor</p> <ul style="list-style-type: none"> - To start spring semester - Would begin to collaborate and focus on transition - key workshops and events would be planned for full scale implementation of the position the following year <p>Provide fte for a designated site person to manage college information and provide support in the articulation process for early college credit courses and oversee and monitor student progress in early college courses.</p>	<p>Provide direct college services to students.</p> <p>Coordination of college visits/workshops</p> <p>Coordination of volunteers for academic support/tutoring</p> <p>identify courses that align to the pathway program of study and pathway career theme.</p> <p>Designated fte to on-site personnel (AP or Counselor) to monitor student progress in early college courses and ensure students receive credit of courses and GPA bumps for UC approved courses on OUSD transcripts</p>
<p>\$24,000</p> <p>.40 fte</p>	<p>Internship coordinator/ partnership development</p> <p>To start spring semester</p> <ul style="list-style-type: none"> - Would begin to collaborate and focus on transition - key workshops and events would be planned for full scale implementation of the position the following year <p>Provide fte for a designated site person to manage internships and provide support to all students wanting Out of school work experience.</p>	<p>Provide direct career/ internship counselor to provide services to students</p> <p>Coordination of internships and collaborate with job sector to provide more opportunities to all students</p>
<p>\$5,000</p> <p>Registration and travel</p>	<p>Master schedule redesign</p> <ul style="list-style-type: none"> - 2 assistant principals to get trained and given time to work on various master schedule redesigns to allow more collaboration time and opportunities for students - stipends would be provided to admin and teachers 	<p>Block schedule/ schedule that provides more planning/ collaboration time</p>

<p>\$2,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Stipends/ext contract for Family Engagement for pathway development- (staff; parents; students) teacher's attendance for various meetings</p>	<p>data collected with input of families students, and staff to identify needs for students and pathway development</p>
<p>\$4,000 (amount not to be exceeded)</p>	<p>Marketing and Outreach of academies Supplies for school promotion and marketing of overall school and programs</p> <p>Increase the information provided to students and parents beginning at the start of the year</p> <ul style="list-style-type: none"> ● posters at each academy teacher's room ● posters around the school targeting certain groups ● updated brochures about our career academies 	<p>School vision/mission, as well as Pathways identify themselves through marketing</p> <p>Increase recruitment into academies</p> <ul style="list-style-type: none"> ● targeted outreach will increase the enrollment of target students in academies i.e. women in STEM
<p>\$24,000 .40 fte</p>	<p>Math Support Position (Common Core Teacher Leader)</p> <p>Piloting of a support class for students not on target to pass Algebra 1 and/or Geometry 9th grade.</p> <p>-Responsibilities will/could include:</p> <ul style="list-style-type: none"> -Teaching a support class (sharing space with another teacher on their prep period) -Coordinating tutoring positions -Shared space <ul style="list-style-type: none"> - Providing observations and feedback to math teachers - create a cycle of inquiry/feedback to support math teachers in implementing common core 	<ul style="list-style-type: none"> -Support in implementing common core material in classrooms. -Improvement in tutoring attendance -More immediate intervention for students failing a course after one semester -Support for increased population of students taking Algebra 2 -More support and communication between peers -Increased alignment between math teachers at the site (due to increased coordination facilitated by this position.) -Increased responsibility given to students to support their peers -Fewer teacher hours required towards supporting students outside of school

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>While pathway students do participate in project based learning, the expectations vary by academy. We would like to plan on creating a revised senior project that is aligned to the OUSD graduate profile.</p> <p>In addition, some projects need to be re-worked to align to new CCSS, NGSS and CTE standards to ensure that the project meet the OUSD Graduate Profile and Pathway Student Learning Outcomes and well as the standards.</p> <p>Our CTE teachers needs specific industry related professional development to stay current with industry trends and technologies.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Non teaching hourly rate for pathway teams of teachers</p> <p>\$5600 Sub costs</p> <p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p>	<p>Release time and professional learning in PBL for pathway teams to curriculum map across content for the creation of integrated project based learning for students.</p> <p>4 teachers x 4 pathways x 3 days = 48 subs @ \$118/day</p> <p>Release time/substitutes so that pathway teachers can observe one another's teaching practices and give and receive feedback to improve instructional practice</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p>	<p>Pathway students will participate in two PBLs in each grade level. PBL projects will integrate at least two content areas and include industry collaboration and feedback in their creation. The result of these projects will be that students understand the connections between their core academics and the career focus of their pathway.</p> <p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes.</p> <p>Pathway teams will learn how to analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.</p>
<p>\$1500 Sub costs</p>	<p>Restructuring and alignment of Senior Project</p> <p>Teachers will meet and plan the logistics and align it with OUSD Graduate Profile and Pathway Student Learning Outcomes</p> <p>2 release days x 6 teachers = 12 subs @ \$118</p>	<p>Students leave high schools with a minimum of a:</p> <ul style="list-style-type: none"> ● portfolio ● presentation ● resume ● volunteer hours ● brag sheet ● letters of recommendation
<p>\$4,000</p>	<p>Consultants to support teacher learning and classroom management.</p>	<p>Consultants will provide support around engagement, observations, and classroom management</p>
<p>\$12,000 (amount not to be exceeded)</p>	<p>One-on-one peer tutoring/mentorship program: -Focused on support for math classes that most often hinder student's progress through school (Algebra I and Algebra II)</p>	<p>-Increase in understanding and skill acquisition for students at risk of repeating a math class or performing below their capability. Specifically, this would help</p>

<p>Extended contracts @ \$23 per hour per teacher</p> <p>Stipends for tutors</p>	<p>-A teacher will pilot being a coordinator in order to match up teacher requests for support and tutor availability.</p> <p>- funds to hire student tutors.</p> <p>-Possible to hire recently graduated students that live in the area.</p> <p>-Possibility for tiered support system. Offering 1-1 support for some, but small group tutoring for others based on need as determined by coordinator, student, and teacher together.</p>	<p>students pass Algebra I and Algebra II with a C- or above.</p> <p>-Community building between grade levels.</p> <p>-Community building between academies and within academies.</p> <p>-Community building will decrease absenteeism, dropouts, and transfers out of the school.</p> <p>-Income for high performing students with additional financial pressures.</p> <p>-Levels the playing ground for students who cannot afford private tutors.</p> <p>-Will reduce disparities in student achievement based on race, ethnicity, gender, socioeconomic status, etc.</p> <p>-Will decrease high school dropout rate.</p> <p>-Will increase the number of students that pass Algebra I and Algebra II.</p>
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3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>In order to comply with the district's overall goal of wall to wall academies, we need to explore the possibility of expanding current academies or creating new ones.</p> <p>We hope to create classes that support target students in the most difficult classes. Math classes are a focus due to algebra being a gate keeper class.</p> <p>Block scheduling of courses that have the most opportunities for integration (ie; Health Science & Bio or Chemistry, English & Digital Media, World History and Public Health, Math and Engineering) would help support a more flexible use of instructional time and facilitate both student collaboration and pathway teacher community of practice as well as support integration across content areas.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$12000</p> <p>sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Possible academies: Provide release time for teacher teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation. (Possible districts include; Nashville, LAUSD, Alhambra Unified, WCCUSD)</p> <p>Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the pathway program of study and pathway career theme. They will align PCCD course objectives and pathway student learning outcomes to create a transition to post-secondary.</p>

<p>\$ 3,500 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Computer skills After School Course Extended contract for teacher to provide Computer skills to students</p> <p>30 days x 1.5 hrs x \$23</p>	<p>7th period class pilot to provide computer skills to students</p> <ul style="list-style-type: none"> - Word - excel - ppt - email etiquette - Overall computer basics - provide opportunities to explore STEM career ideas for students who are not currently eligible for the Engineering Academy and might not otherwise explore a STEM pathway -
<p>\$10,000 (amount not to be exceeded)</p>	<p>Provide school licenses for teachers to use computer programs in classrooms (TurnItIn, Achieve 3000, etc.)</p>	<p>Teachers will be researching and piloting certain programs that are computer based. This will allow students and teachers to be more familiar with technology in the classroom</p>
<p>\$ 3,500 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Robotics and Algebra 1 After School Course</p> <ul style="list-style-type: none"> - one pilot section next year in which we write curriculum, figure out integration with Algebra 1, and how to target the resources to our most underserved students - - After school course open to students currently in Algebra 1. - Some resources exist: some modules that Alameda County is developing. However, we need to write the curriculum and figure out how to align it with our existing Algebra 1 course and our Algebra students' needs - Need to figure out if it would be offered daily or 2-3 days per week <p>30 days x 1.5 hrs x \$23</p>	<ul style="list-style-type: none"> - increase struggling students students' numeracy and Algebra skills - provide additional support for our most underserved students - increase number of African American, Latino, and low SES students passing algebra the first time they take it - provide opportunities to explore STEM career ideas for students who are not currently eligible for the Engineering Academy and might not otherwise explore a STEM pathway - increase numbers of students, especially from underserved populations, who are: <ul style="list-style-type: none"> - prepared for SBAC in their Junior year - taking a 4th year of math in their senior year - eligible for and taking AP Stats, AP Computer Science, Math Analysis, and AP Calculus - on track to graduate - meeting a-g requirements
<p>\$ 3,500 (amount not to be exceeded)</p> <p>Extended contracts @</p>	<p>Develop and write curriculum for 4th year math electives</p> <ul style="list-style-type: none"> -Create and support interdisciplinary 4th year math courses. -Will support academies since classes can be tailored to subject matter for ANY academy if necessary. 	<ul style="list-style-type: none"> -Students will increase their mathematical literacy with a 4th year of curriculum. -Students will gain support for their other 12th grade classes due to the interdisciplinary curriculum that will be created. -Will increase student's readiness to succeed in college.

\$23 per hour per teacher		
\$ 3,500 (amount not to be exceeded) Extended contracts @ \$23 per hour per teacher	Tech Algebra Summer School for students going into 10th grade who have not yet passed Algebra 1 with a C- (or better) <ul style="list-style-type: none"> - Adapt curriculum and structure for students repeating a course that they have already seen - Identify needs of students who will need to take the course 	<ul style="list-style-type: none"> - increase struggling students students' numeracy and Algebra skills - provide additional support for our most underserved students - increase number of African American, Latino, and low SES students passing algebra the first time they take it - increase graduation rates for underserved students (since they will be able to get credits for their 9th grade year, and will be taking the next level in their 10th grade year) - Allows students to focus on math only for an extended period of time - increase numbers of students, especially from underserved populations, who are <ul style="list-style-type: none"> - prepared for SBAC in their Junior year - taking a 4th year of math in their senior year - eligible for and taking AP Stats, AP Computer Science, Math Analysis, and AP Calculus - on track to graduate - meeting a-g requirements
\$5,000	Field trips to engage non-academy students in career exploration opportunities i.e.: <ul style="list-style-type: none"> • job shadow opportunities • companies with mentor programs 	Students not yet in academies will have the opportunities to visit workforce locations to be exposed to various fields

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Work Based learning occurs as an add-on to pathway program of study and CTE theme. Students need to experience work based learning in a more integrated industry focused way. Rigor, reflection and performance assessments need to be built around pathway WBL. Pathway teams need additional support from LLO and ASP to develop systems of support for students to be prepared, matched, placed, and managed through work based learning experiences.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
1 cart needed 36 Chromebooks	Chromebooks Digital Portfolios , beginning in 9th grade, that students will build across disciplines and eventually over the course of their years in school. They will begin constructing these portfolios in California	Having consistent and reliable access to Chromebooks will facilitate the achievement of several goals: <ul style="list-style-type: none"> • consistent and rigorous development of 21st century

<p>and one cart = approx. \$9905</p>	<p>History and in English 1 for the purpose of our Taking Action Project, which all ninth graders currently complete.</p> <p>Our goal is to build this program into the upper grades (and this work is already happening). The project is multi-step and requires extensive research and digital collaboration, which will necessitate more access to Chromebooks.</p> <p>One goal, eventually, is for students to do more of their work in multi-step and inquiry-driven projects like the Taking Action Project. This goal is also echoed in the senior project, so beginning this work in 9th grade will provide students an important introduction to digital project work.</p>	<p>digital literacy skills (e.g. requiring students to use Google Docs for collaboration, editing, and sharing, effectively obtaining and evaluating the reliability and bias of online sources for research, etc., and connecting all these skills across different subjects)</p> <ul style="list-style-type: none"> ● challenging and differentiated instruction for all students (e.g. research projects based on student interest, practice and direct instruction for those who need in-class help navigating digital sources, word processing, etc.) ● reliable and expanded student access to curriculum materials (e.g. class websites, online grading portals, digital folders with extensive and rich digital resource collections- such as Library of Congress primary sources in history; scientific journals, online tutorials, these kinds of materials are not possible to distribute on paper)
<p>\$5,000</p>	<p>Provide a resource to support low income students to attend large Study Abroad programs and college tours</p> <ul style="list-style-type: none"> - we would like to support some students in attending programs - We would track the success rate to see if fundraising would be better to upscale the world languages program 	<p>Students who traditionally are left out of out of school experiences would be supported financially to experience culturally relevant curriculum on trips outside of Oakland.</p> <p>Study abroad experiences tied to their academics will further connect the ideas in their curriculum to their real life experience.</p>
<p>N/A</p> <p>N/A</p>	<p>Provide office space for on-site full time CTE Specialist and LL Pathway Coach and facilitate meeting schedule with pathway teams</p> <p>Plan with LLO for funding and training FTE for a 16-17 Work Experience Education (WEE) course for employed students to receive elective credit and manage school year internships for credit.</p> <p>Plan with LLO for internship stipend funding, transportation costs, and support for student internships in 16-17</p>	<p>CTE Specialist and Pathway coach are able to serve pathway teams effectively to increase integrated WBL opportunities and active industry partnerships</p> <p>Hire FTE for WEE course in master schedule. Increase the number of students who receive credit for being employed and placed in paid and unpaid school year internships</p> <p>Budget Measure N funds for internship stipends and transportation costs for students</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

We have implemented support systems and structures to support all students but still need to create an overall culture of support for all staff. We would like to:

- 1) support each and every student in the attainment of his/her academic / social emotional / career goals**
- 2) check in with every student on a regular basis aligned with grading periods or the assessment calendar**
- 3) have a system to regularly engage families in the education of their students**

We would like to continue the work of having all students create a college/career plan that the Linked learning office provides.

Budget	2015-16 Planned Activity	Anticipated Outcome
N/A	Professional Development where staff learn the elements of Social Emotional Learning.	Teachers begin to use the SEL principal in their personal relations toward each other and with in the classroom.
\$ 2,500 (amount not to be exceeded)	Hire parent outreach coordinator to increase the participation of parents target students at school events and workshops <ul style="list-style-type: none"> - technology for translation and interpreting during school functions 	Create opportunities to increase parent engagement opportunities Provide different language speaking workshops for parents to provide knowledge of Tech school systems
NA - embedded in planned PD NA - part of pathway work with coach	One day PD for all staff to learn about the College and Career Plans from ConnectEd Studios (CES) Revisit Career plans in the spring as well Continued engagement within pathway communities of practice, facilitated by pathway coach, to work with CES College and Career Plans to support students; engage families	All adults at the school use the College and Career Plans to support students, to engage families, and to monitor student progress toward student stated goals Pathways integrate College and Career Plan analysis into weekly meetings
\$10,000 (amount not to be exceeded) Cost of PD/ Trainer Sub cost Cost of facility & meals	In PD/ Workshops: <ul style="list-style-type: none"> ● Contract with someone with professional experience in the design of <i>systems of support for students of need</i> to train the team ● Train the team on these systems design In Retreats: Based on our PD, design <i>systems</i> to ensure that we proactively: <ul style="list-style-type: none"> ● Support each and every student in the attainment of his/her academic / social emotional / career goals ● Check in with every student on a regular basis aligned with grading periods or the assessment calendar ● Have a system to regularly engage families in the education of their students In Regular Common Planning Time: <ul style="list-style-type: none"> ● Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up ● Practice using the systems we have designed ● Refine our approach using a cycle of inquiry 	Through established structures and processes, the pathway team: <ul style="list-style-type: none"> ● Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs ● Provides culturally responsive and timely intervention and acceleration strategies to support each student's success ● Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs ● Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success ● Coordinates with families, community partners, and

	<p>In ongoing professional learning time:</p> <ul style="list-style-type: none"> • Network with other pathways/ schools/ teams to share promising practices • Use protocols to refine practices 	<p>school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations</p>
<p>\$ 4,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher for retreats</p> <p>Budget for food and supplies</p>	<p>Saturday School</p> <p>-Current math teachers and/or new part time position in charge of supporting 9th graders with math literacy and skills.</p> <p>-Students invited based on need.</p> <p>-Game based.</p> <p>-Food provided.</p> <p>-Family oriented (parents welcome).</p>	<p>-Students will make up work for students that are chronically absent (possible to receive credit for attending Saturday school towards grade)</p> <p>-Students will be a part of a family centered atmosphere that will ease the transition into high school.</p> <p>-Will decrease high school dropout rate.</p> <p>-Will increase middle school students' successful transition to high school.</p> <p>-Will reduce the possibility of failing Algebra 1 and allows time to find and work on academic gaps that students come to high school having</p>

Pathway: 9th Grade Academy

Pathway Title:	9th Grade	Pathway Leads:	Josue Diaz
Industry Areas:	Various	Pathway Coach:	N/A

Pathway Lead Email:	josue.diazjr@ousd.k12.ca.us	Pathway Lead Phone:	818-554-3802
Pathway 2015-16 Enrollment (9-12)	538	Anticipated Grant* (\$200) x enrollment.	107,600

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
248	291					98.6

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
30%	1%	16%	13%	2%	2%	30%	6%

Pathway Vision:

It is the mission of the Ninth Grade at Oakland Tech to assist incoming freshman experience a smooth transition into high school and be prepared to meet the high expectations and rigor of our high school standards.

Goals:

To provide programs and supports addressing the unique needs of entering freshman resulting in increased achievement. (by end of year 1)

- Objective 1: The passing rate of students from grade 9 to grade 10 will increase by 10%.
- Objective 2: The percentage of students losing credit and/or failing one or more courses during the freshman year will decline by 10% for each sub-group of the population.
- Objective 3: The average GPA of freshman will increase by .50 for each sub group of the population.
- Objective 4: The percentage of freshmen who will be eligible for HP/AP classes in the 10th grade will increase by 10%

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

9th Grade-

Our 9th grade structure has been designed to assist all students (specifically Early Warning students) with the transition. The ‘House’ system provides a cohort of students to be shared with a cohort of teachers. All students participate in Freshman Seminar; 18 lessons that have a focus of College/Career and Social Emotional Learning. Students are also provided with structured tutoring before and after school given by 9th grade teachers. Admin and teachers meet on a bi weekly basis to discuss student interventions, support and alignment of curriculum. 9th grade also provides teachers of the same content with release days for curriculum planning/alignment as well as personal release days to conduct peer observation cycles.

- Incoming first time freshmen are assigned to a house of 140 - 160 students. (A house is an organizational arrangement that assigns students and teachers to teams in a set of rooms). Self-contained special education students will continue with the same level of support. Mainstreamed students, supported by special education instructors, will be assigned to a house with the same team expectations.
- Each House
 - consists of cross-curricular teams of English, science, and social studies teachers with one member serving as a team coordinator (Lead Teacher)(stipend should be provided due to involvement in school ILT),
 - has a common planning period for staff to meet.
- Students remain with the teachers in their houses the entire year.
- Engaging and challenging curriculum with an integrated, interdisciplinary approach that uses academic content and skills to address real world projects and problems
- Academically rigorous education that maintains high expectations for each student
- Careful monitoring of student performance and attendance
- Data -driven decision making
- Modified Block Schedule
- Intensive literacy instruction delivered to students who are two grades or more below 9th grade level
- Frequent contact between school and parents
- Academic Literacy infusion into all content areas
- Ongoing recognition of accomplishments
- Freshman course "Freshman Seminar"

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	3
Leadership Configuration	4	Collaborative Learning	3
Distributed Leadership	2	Teacher Shared Best Practice	3
Equity		Teacher Collaboration Time	3
Open Access & Equitable Opp.	4	Teacher Professional Learning	3

Divers Student Representation	4	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	2	Work Based Learning	
Integrated Core	3	Types of Student Experiences	2
Cohort Scheduling	4	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment and Pathway Leadership Development

Current Programmatic Narrative Based on Rubric

The 9th grade team has created a purpose and mission, yet there is not a detailed plan to show the progress made and the direction of where the team is going. Our planning in this area will be focused on *alignment*, and on enhancing the distributed leadership *system* and sense of *identity* and shared *ownership* of the 9th grade among all our teachers.

In the last few years, we have made great strides in creating equitable houses by gender, race and geogrpahy. We anticipate focusing on using *diversity as a core principle* in all our work, and on *strategic growth in all areas of equity*.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$12000 sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p>	<p>Design Team</p> <p>Planning to add a Freshman Seminar class for all 9th grade students.</p> <p>Provide release time for teacher teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation. (Possible districts include; Nashville, LAUSD, Alhambra Unified, WCCUSD)</p>	<p>9th grade team will be able to learn from and share promising and innovative courses and practices from other 9th grade academies with established seminar programs</p>
<p>\$6000 sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p> <p>\$15,000 (amount not to be exceeded) for planning</p> <p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p> <p>Cost of facility & meals</p>	<p>Fall (Annual) Retreats:</p> <ul style="list-style-type: none"> Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that ensure program effectiveness

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

We have a well established curriculum in our ELA and Ca History classes. Biology and Mathematics have been implementing common core and NGSS curriculum. There still needs to be work done on alignment of classes along with benchmark assessments.

We are hoping to give all students more access to technology and provide rigor with technology in the classroom

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>3 carts needed to cover shared houses</p> <p>36 Chromebooks and one cart = approx. \$9000</p> <p>\$25,000 (amount not to be exceeded)</p>	<p>Digital Portfolios, beginning in 9th grade, that students will build across disciplines and eventually over the course of their years in school. They will begin constructing these portfolios in California History and in English 1 for the purpose of our Taking Action Project, which all ninth graders currently complete. Our goal is to build this program into the upper grades (and this work is already happening). The project is multi-step and requires extensive research and digital collaboration, which will necessitate more access to Chromebooks.</p> <p>One goal, eventually, is for students to do more of their work in multi-step and inquiry-driven projects like the Taking Action Project. This goal is also echoed in the senior project, so beginning this work in 9th grade will provide students an important introduction to digital project work.</p> <p>The large goal here is to move towards a system that spans disciplines and grade levels, asking students to maintain and reflect on their own work by collecting it and curating it in digital portfolio form.</p> <p>Chromebooks for dedicated 9th grade use (enough new class sets & carts such that all 9th grade teachers can access them on a regular and fair basis)</p> <p>Preferably, a class set with cart, per 9th grade teacher, to be kept in close proximity of their classroom (or in their classroom if room/can be secured), with teachers having the keys to access their cart, and taking more personal responsibility for their cart in return.</p>	<p>Having consistent and reliable access to Chromebooks will facilitate the achievement of several goals:</p> <ul style="list-style-type: none"> ● consistent and rigorous development of 21st century digital literacy skills (e.g. requiring students to use Google Docs for collaboration, editing, and sharing, effectively obtaining and evaluating the reliability and bias of online sources for research, etc., and connecting all these skills across different subjects) ● challenging and differentiated instruction for all students (e.g. research projects based on student interest, practice and direct instruction for those who need in-class help navigating digital sources, word processing, etc.) ● reliable and expanded student access to curriculum materials (e.g. class websites, online grading portals, digital folders with extensive and rich digital resource collections- such as Library of Congress primary sources in history; scientific journals, online tutorials, these kinds of materials are not possible to distribute on paper)
<p>138 copies of California = \$2,100</p>	<p>Novels for Science Fiction Lit Circles</p> <ul style="list-style-type: none"> - After reading five different novels in the previous five units as a class, students 	<p>By having literature circles in our last unit of the year, we hope for students to be able to</p>

<p>138 copies of Parable of the Sower = \$1,200</p> <p>138 copies of The Handmaid's Tale = \$1,200</p> <p>138 copies of Station Eleven = \$2,000</p> <p>Total = \$6400</p>	<p>would be given greater independence and choice by getting to read different novels in smaller groups</p> <ul style="list-style-type: none"> - The four choices we are considering: <ul style="list-style-type: none"> - <i>Parable of the Sower</i> by Octavia Butler - <i>California</i> by Eden Lepucki - <i>Station Eleven</i> by Emily St. John Mandel - <i>The Handmaid's Tale</i> by Margaret Atwood - We would need 138 copies of each book in order to offer 4 different Lit Circles in all 17 sections of English I 	<p>-- be more independent as readers and thinkers since each literature circle will be responsible for making their way through the text and answering the units Big Question (What world do we envision for our future?)</p> <p>-- enhance their discussion skills and give more students an opportunity to facilitate discussion</p> <p>--use their reading of a science fiction text to then, in groups, create their own science fiction text</p>
<p>\$4,000 travel and registration</p> <p>Budget for Subs</p>	<p>9th grade science teachers will attend rigorous, targeted professional development in planning and implementing curriculum aligned to the Next Generation Science Standards.</p>	<p>Students have been challenged to use more critical thinking and develop academic skills more thoroughly in ELA and math with the common core state standards and in science the NGSS are primed to do the same.</p> <p>Teachers' effectiveness will increase in implementing the NGSS for the students to benefit from the increased rigor, critical thinking, communication, and creativity that is expected of them.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>We have built a strong system of collaboration and alignment of curriculum. We would like to continue the work of alignment by giving teachers release days to work on benchmark assessments, major activities, expectations.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1500 Budget for Subs</p>	<p>Biology (curriculum planning and alignment) 3 release days</p>	<p>Content Team will share successful practices and support one another in the development of best instructional practices</p>
<p>\$2500 Budget for Subs</p>	<p>ELA/SS (curriculum planning and alignment) 3 release days</p>	<p>Teams will analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.</p>
<p>\$1500 Budget for Subs</p>	<p>Alg (curriculum planning and alignment) 3 release days</p>	

\$1500 Budget for Subs	Geometry (curriculum planning and alignment) 3 release days	
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4. *Work-based Learning*

Current Programmatic Narrative Based on Rubric		
<p>While the 9th grade is not tied to an official career field, we believe that we support the foundation of students' experiences and exposure to our academies at Tech. We hope to support students in job skills and creating a high school plan that includes a focus. We would like all students to begin to understand what is expected of them in the workforce. Our freshman seminar focus will be based on college/career and coping with stress. We would like to add a component of work based learning that incorporates skills needed in any career field.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$1,000 food, supplies, and planning	Career Faire tied to the academy fair Students will receive information on various pathways Students will get a chance to meet and network with community organizations and career representatives	Increased awareness of pathways offered at Tech All 9th grade students will receive information on internships and process of applying to academies
Honorarium of \$200 per speaker \$1,000 (amount not be exceeded)	Speaker Series in which elders and community members share their work and life experiences with students. This Speaker Series would align with the district's goal of College and Community Readiness. (Note: If this Speaker Series is conducted in CA Studies class, the speakers would come to all CA Studies sections.)	Students can dialogue with and learn from community members so that the connections between school, life, and work can be made.

5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric		
<p>We already provide tools, processes, and activities that empower students to make informed decisions, but we need to develop a system to monitor their college and career plans, provide students with a sense of community and purpose. Current research indicates that for low-income students and students of color, who have traditionally been marginalized and disenfranchised, the promise of future rewards does not effectively work as a motivator because those rewards are not given out in a predictable or reliable way. Therefore, the rewards we plan to provide a more tangible and clear goal for students to work towards, while also encouraging students to build academic habits that will serve them well in the future</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,500 travel and registration	Site visit to school with success in reducing attendance issues i.e. truancy, tardies, etc.	planning and the establishment of a system of support for students with less than 90% attendance rate.

sub costs		
\$3,000	House-based and 9th grade community building activities (2x/year) <ul style="list-style-type: none"> - varies by house - needed materials, supplies 	Establishment of a pathway community culture
\$2,700 number of total students x price of T-shirt 537 * 5	Distribution of 9th grade [House] T-shirts	Establishment of a clear pathway and identity for students
\$15,000 (\$27/per stu- \$900 per bus)	Academic Rewards Field Trip (by house) - students who maintain a cumulative 2.5 GPA or higher will be invited on a rewards field trip. Destination is TBD, but something enjoyable for the students like Great America or the Santa Cruz Beach Boardwalk	Students will feel a greater sense of motivation and acute, objective reward for their academic accomplishments. The incentive of delayed gratification (i.e. making more money in the future or having better job opportunities in the future) is not enough of a reward incentive for some students. This is the case for most adolescents, given their general maturity and development. Additionally, current research indicates that for low-income students and students of color, who have traditionally been marginalized and disenfranchised, the promise of future rewards does not effectively work as a motivator because those rewards are not given out in a predictable or reliable way. Therefore, the rewards field trip will provide a more tangible and clear goal for students to work towards, while also encouraging students to build academic habits that will serve them well in the future.
\$5,000 (amount not to be exceeded) Extended contracts @ \$23 per hour per teacher	Neighborhood Support and Success Teams - We would form a pilot after-school group of students based on neighborhood affinity. The group would meet once a week (or more frequently if students desire) and receive targeted support that would involve: 1) talking about neighborhood specific roadblocks that are coming up that are preventing academic success 2) develop transportation plans together (i.e. carpools, taking the bus together) 3) providing academic support at times that work for students.	Increased mentorship and academic success for students and the decrease (or elimination) of zip-code based achievement gaps. One thing I noticed this year is that many students don't take advantage of tutoring because their friends don't come and they don't have transportation after-school. A neighborhood success group might be able to address social, academic, and

\$1,000 Stipends for students transportation/ planning		logistic (i.e. food and transportation) needs all at once. Additionally, transitioning to Tech can be a difficult process and students coming from different neighborhoods often feel lost and isolated at Tech. A neighborhood success group would provide a space for students from the same neighborhood to connect and form a community at Tech.
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Pathway: Health & Bioscience Academy

Pathway Title:	Health	Pathway Teacher Leads:	David DeLeeuw Maureen Nixon-Holtan
Industry Areas:	health care	Pathway Coach:	TBD
Pathway Lead Email:	david.deleeuw@ousd.k12.ca.us maureen.nixon-holtan@ousd.k12.ca.us	Pathway Lead Phone:	450-5400 x217 450-5400 x218
Pathway 2015-16 Enrollment (9-12)	242	Anticipated Grant* <i>(\$200) x enrollment.</i>	48,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
79	163	50.8	8.2%	0	7.3%	96.4%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
36.8%	0	15.7%	19.8%	1.7%	.4%	24.8%	.8%

Pathway Vision:

- All Oakland Tech students interested in health and/or health careers
- Will learn about clinical medicine, emergency medicine and public health
 - Will acquire skills in first aid, health education and basic clinical skills
 - Will learn about and be exposed to a variety of health care careers
 - Will contribute to our community's health
 - Will become a supportive community for each other

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- CTE/Science integration
- Hands-on activities
- Sequenced group and individual projects
- School Health Fair (includes student projects and collaboration with community partners)
- College Tours

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
David de Leeuw	pathway lead
Maureen Nixon-Holtan	pathway lead

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	2
Distributed Leadership	2	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	1
Open Access & Equitable Opp.	3	Teacher Professional Learning	2
Divers Student Representation	4	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2

Pathway Theme	3	Work Based Learning	
Integrated Core	2	Types of Student Experiences	2
Cohort Scheduling	3	WBL Pathway Outcomes	3
		WBL Pathway Evaluation	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>We have been in operation for many years, and our basic pathway concept/scope has been refined and is stable. Most Academy business is organized by the two directors, who have a one-period release, Other teachers mostly do not teach only academy classes and have no time allocated for academy business. Master schedule issues are a significant difficulty which we hope the school as a whole will be able to work on as part of the Measure N process. Our program is not gender-balanced, but has closely matched the ethnic/racial composition of the school as a whole for many years. We have a higher percentage of students with IEP’s than the school as a whole. We have high retention rates in all demographics, and work particularly hard at supporting students at risk.</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome

<p>Food for special Advisory Board meeting \$100</p>	<p>We will be holding an end-of-year Health Academy meeting on 6/23/15. At that meeting, staff will review pathway vision and organization, and the proposals on grade-level integration and possible additional career strands. Any revisions suggested at that meeting will be done by e-mail following that meeting or during pre-school-year meetings. In September or early October, we will convene a Health Academy Advisory Board meeting to get input on these same topics from our industry partners. The two-day staff retreat will be held in October and will finalize the vision/organization document, set curriculum integration areas and goals, and create an overall academy schedule for the year.</p>	<ul style="list-style-type: none"> · Validated vision of academy structure and areas of growth (Primarily Pathway Leadership , WBL and Academic Core domains) · Begin integration of additional career strands integrated into program (EM, perhaps pharmacy and medical translation) (Equity, Student Support and WBL domains) · Increased across-course integration (Academic Core Domain)
<p>(8 teachers x 9 months x 1.5 hours = 108 hours)</p> <p>\$4,000 (amount not to be exceeded)</p>	<p>Once a month teacher meeting to work on grade level integration, project sequence re-design (to accommodate grade-level integration) and academy organization. This will continue our work from the staff retreat, and is in addition to once-a-month operational meetings of academy teachers. continuation of staff retreat, It may be difficult to get additional after-school time given teacher commitments, and some of this may have to be moved to 3rd period meetings, assuming we again have a common conference.</p>	
<p>8 hours of staff time for planning, organizing and meeting.</p> <p>(4 hours staff time)</p>	<p><i>This project is listed here because it is a strategy for increasing the number of male students in the program. It also fulfills objectives in the Program of Study, Work-based Learning and Personalized Support domains.</i></p> <p>Emergency Medical System</p> <p>We have been working with two industry partners to integrate EMS into our program through an after-school club, our speakers/activities at our beginning-of-the-year assembly, and in both of our CTE classes. We would like to formalize and upgrade this work. This initiative is particularly important in 1) recruiting more males to the program, 2) career opportunities for students needing a job immediately following high school and 3) collaboration with a variety of industry partners. This project includes the equity, work-based learning, and program of study domains.</p> <p>Meet with Fast Response and BayEMT and perhaps Merritt College representatives to review the emergency-medicine-related curriculum and programs in our academy.</p> <p>Explore with Merritt College and BayEMT the possibility of offering a community-college-credit emergency medicine intro class at Tech after school.</p>	<p>Seniors entering BayEMT, EMS Corps or Fast Response training. More males applying to the Academy</p>

<p>(\$1000)</p> <p>(5 hrs each class, 10 hours total of curriculum development time)</p> <p>(4 CPR mannequins and disposables \$1500, Training AED at \$800, total \$2300)</p> <p>(\$300)</p>	<ul style="list-style-type: none"> · Pay instructor provided by BayEMT to teach after-school EMS awareness class/club. · Standardize sequence and coordinate EMS and First Aid material in our CET classes (Physiology lab and Medical Chemistry) · Purchase needed equipment for teaching CPR/First Aid in Medical Chemistry. · Hold an end-of-year simulated disaster for the juniors completing First Aid. (\$300 for 'wounds', moulage, etc.) · Coordinate with BayEMT (and EMS Corps and Fast Response?) to 'hand off' particular graduating students. 	
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Our science and CTE courses have many hands-on, student-based and collaborative activities, as do our English and Social Studies courses. Our sequence of student projects (group and individual) trains students in research, writing and presentation skills, as well as developing collaboration and teaming skills. The science and CTE courses heavily integrate academic and technical content and are seen by students and the school as both relatively rigorous and as accessible/possible for a wide range of students. Now that we (finally) have grade-alike cohorts, we are gradually coordinating the English and Social Studies classes with these where possible (coordination of units, CTE units taught in these classes, health specific content developed for these classes .)</p> <p>Academy staff meets monthly and for several longer meetings during the year. We coordinate units and activities and share new or recommended practices. Few of the school, department or LL professional learning sessions addressed our academy's needs or themes, but this is where we are required to spend available professional development time. It has been difficult to hold before or after-the-school year PD/planning sessions (although we have managed a day or two almost every year) because of conflicts with other District PD sessions required for teacher participation in a variety of programs.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>(9 teachers , so 9 substitutes for one day, 9x 8 hours of extended-contract pay. Location and lunch. About \$3200)</p>	<p><i>This item also fulfills objectives in the Workplace Learning and Academy Leadership domains</i></p> <p>Staff Retreat</p> <p>We would like to hold an all-staff Health Academy retreat at an off-campus location to plan curriculum integration and WBL in the curriculum, and to work on academy organization. Projected as one school day followed by one non-school day, at one location.</p>	<p>Further integration of ECCO and other WBL materials into all academy classes, coordination of student project components across classes, and agreement on academy structures and responsibilities.</p>

	(9 teachers , so 9 substitutes for one day, 9x 8 hours of extended-contract pay. Location and lunch. About \$3200)	
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3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Our science and CTE course content has been developed over many years, and specific portions have been worked on with industry and community college partners. Courses are well-aligned to student interest and to some basic industry standards. The science and CTE courses heavily integrate academic and technical content. Students receive basic first aid certification. Our multi-disciplinary projects have been confined to the science/CTE classes, because English and Social Studies students were not all in the same science/CTE classes; we are in the early stages of broadening these projects into the other classes.</p> <p>Most of our teachers have a common prep period; because we run our Physiology/Physiology Lab class during all 6 periods, not every teacher can have this conference.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	<i>The Emergency Medicine proposal under Equity also has objectives in this domain.</i>	

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Students job shadow in 10th and 11th grades; most students job-shadow once, while a few go on several job-shadow trips. Finding and coordinating enough job shadows, particularly in clinical facilities, is one of our central difficulties as an academy. Our internship participation rate dropped during the last five years because of reduced availability of paid internships and higher student need for income/summer jobs. We have used peer educator groups as a form of WBL for many years. Several of our possible pilots for next year are attempts to provide additional WBL for students.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
(10 hrs. staff time— set up, visit, follow-up) \$4,000	<p><i>This activity also fulfills objectives in Personalized Support.</i></p> <p>Medical Translator There is high regional demand for medical translators and we have many students who speak a second language, and all students have taken a physiology class with some medical terminology. We would like to explore working a medical translator path into our academy. This project includes workplace learning and individual student pathway goals.</p> <ul style="list-style-type: none"> · Meet with local medical translation programs (CCSF, Merritt) and possibly with medical translation departments to explore the feasibility of creating a pathway/theme 	<p>Possible creation of a new strand within our CTE courses that enables entry into high-wage entry level jobs shortly following high school.</p> <p>Possible concurrent enrollment classes in medical terminology and medical translation, or students going to Merritt College to take these classes.</p>

(amount not to be exceeded)	around this. (10 hrs. staff time—set up ,visit, follow-up) · Arrange a medical translation-centered job shadow experience for interested students.	
8x\$350=\$2800 (3 hrs. staff time) (3 hrs. staff time)	<i>This activity also fulfills objectives in Personalized Support.</i> Pharmacy Technician Certificate on-line for seniors We have talked with a company (Pass Assured) that offers an on-line Pharmacy Technician certification program. We would like to pilot having a few volunteer seniors take this class to see if this is something we could support on a larger scale. · Pay for 5-8 seniors to take the on-line course. (8x\$350=\$2800) · Meet with local employers of Pharmacy Technicians (primarily drug stores) to understand the possibilities for ‘intern’ hours for students, or about the route to hiring with a certificate but no intern hours. (3 hrs. staff time) · Explore possibilities for credit for such a class with OUSD and Pass Assured personnel. (3 hrs. staff time)	

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Our staff meets monthly and most of our time is usually spent talking about the students who need support. Each marking period we review student grades and agree on teachers to check in with each student below a 2.0 GPA. Several teachers will typically talk with each student over the following days, so that students feel that the Academy is paying attention, not just an individual teacher. We take students across all grade levels on college tours (5 this year). We have college-access programs and counselors speak with our students each year. We have established a parent group and phone tree this year. Personalization in class projects (e.g. discussion about why you chose this topic) help all health academy students to be known as individuals, by teachers and by other students.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
	<i>The three activities listed under equity and work-based learning also fulfill objectives in this domain.</i>	

Pathway: Fashion, Art & Design Academy

Pathway Title:	Fashion, Art & Design Academy	Pathway Teacher Leads:	Katita Johnson
Industry Areas:	Fashion & Interior Design; Fashion, Arts Illustration	Pathway Coach:	TBD via LLO
Pathway Lead Email:	katita.johnson@ousd.k12.ca.us	Pathway Lead Phone:	510-654-7116
Pathway 2015-16 Enrollment (9-12)	98	Anticipated Grant* (\$200) x enrollment.	\$19,600

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
38	60	72.4%	8.2%	16.3%	7.1%	94.9%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
46.9%	1%	17.3%	20.4%	0	0	13.3%	1%

Pathway Vision:

Fashion, Art & Design Academy seeks to dramatically interrupt patterns for at-risk students and those from particular groups who do not feel socially accepted within OUSD's larger mainstream population and underserved communities in Oakland. Through fashion and art integrated core curricula learning experiences focused on Fashion Design, Illustration, Marketing and Industry Business, students are engaged in work based learning activities and inspired to acquire the skills, knowledge, and habits necessary to succeed in college and careers in the fashion and art industries.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Pathway teachers and administration are proud of the ongoing work and continued development of integrated curriculum, embedding fashion and art related topics into an all core subjects. This inclusive approach engages learning and support in reading, writing, math, technology and other core skills.

Our students represent a diverse population of talent in Oakland. Our instructional program ensures that all students experience fashion, arts and a rigorous college bond curriculum.

The academy has a long term relationship with California College of the Arts (CCA) and has worked closely together to develop and implement CCA Exhibition and Performance Events that features academy student's creative body of work. The CCA – "ENGAGE" program utilizes teaching artists and mentors. ENGAGE provides academy students a venue for arts students to use their expertise in real-world projects. (The program's motto: "The Field as an Extension of the Studio.") Entire classes partner with community organizations and outside experts in creative endeavors.

CCA pre-college summer program scholarships are offered to academy students. Students explore the full range of what it means to be a fashion designer. Participants work with both traditional fabrics and high-tech new materials as they explore the sculptural silhouette of the human form. Students learn about the influence of contemporary culture, international trends, and historical references as they work on building their own collections.

Academy student participate in the Pre-College Art Experience Summer program at Academy of Art University, SF where students can take up to 4 classes online or onsite. These opportunities allows students an introduction to college life at a top art and design university, get help in building a solid portfolio, discover career opportunities in various fields of art and design before enrolling as an undergraduate.

Our Pathway curriculum is designed to provide academy students a 3 year college track (10-12th grade) with Peralta College District through dual/concurrent enrollment that supports students plans for college, raises GPA along with afford them the opportunity to achieve an AA at the time of graduation.

Local community partners led their corporate time, and showroom space to nurture, encourage and support academy student work in practical application. Our business partners and local college are excited and pleased to offer motivational activities and incentives for students to encourage moral and focus and engaged learning. Some of these motivational activities and incentives include: field trips, industry exposure, job shadowing, mentoring and internships, and scholarship opportunities.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Katita Johnson	Academy Lead/Director

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	2	Collaborative Learning	3
Distributed Leadership	2	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	2

Open Access & Equitable Opp.	2	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	3
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	2	Work Based Learning	
Integrated Core	3	Types of Student Experiences	2
Cohort Scheduling	3	WBL Pathway Outcomes	3
		WBL Pathway Evaluation	3

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self Assessment:

“The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable.

“The mission and vision is clearly integrated into most aspects of the pathway.

“Pathway is led by one teacher who manages all pathway operations listed previously. Teachers understand they teach in a pathway but they identify themselves as content teachers first and pathway teachers second.

“Pathway staff, school and district leaders, and partners:

Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.

Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history.

Has admission processes and practices designed to ensure that students and their families can select the pathway based on informed choice and student interest.

Uses diversity as a core principle underlying recruitment efforts with middle school students.

The pathway's admission processes and practices:

Have yielded one or two years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.

Specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth, are integrated and strategically supported in all pathway development.

Reflection:

We have a strong sense of pathway purpose and mission, yet there is some progress still to make on aligning them to other foundational aspects of our Pathway Design, and on our leadership structures and distributed leadership. Our planning in this area will be focused on *alignment*, and on enhancing the distributed leadership *system* and sense of *identity* and shared *ownership* of the pathway among all our teachers.

We have made significant progress on issues of equity, and again, there is more work to do. We anticipate focusing on using *diversity as a core principle* in all our work, and on *strategic growth in all areas of equity*. We anticipate planning to *increase the role of industry partners* to support this important work. Finally, our long term OUTCOME (Measure N Goal) is to make sure *achievement* is not predictable based on membership in any special population.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$4,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p> <p>Cost of facility & meals</p>	<p>Fall (Annual) Retreats:</p> <ul style="list-style-type: none"> Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. Revisit Program of Study for enhancing alignment with the above. Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. Continue to assess progress as assessed by the Community of Practice Continuum. 	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. Are accountable for ensuring that necessary conditions are in place for successful program implementation Are supported by district policies that

	<p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> • Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> • Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. • Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>ensure program effectiveness</p>
<p>N/A</p>	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> • Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. • We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. • We will work to develop policies and practices that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work. 	<p>We have established practices and policies to promote open access and diversity through collaboration with business and community partners</p> <p>We do not track students once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway.</p> <p>We have multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric
<p>Self Assessment:</p> <p>Some pathway teaching and learning involves:</p> <p>Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that: Integrates academic and technical content</p> <p>Aligns with the pathway theme.</p> <p>Involves critical thinking, problem solving, and production of products or services.</p>

All pathway teachers: Ensure that all students have extended, daily activities that require them to work in heterogeneous pairs or groups Provide specific skill instruction and differentiated support to students in collaborative learning Assess students regularly and ensure that all students demonstrate effective teaming skills, including project management, group roles and accountability, and conflict resolution

Share lessons, resources, and best practices to improve their instructional practice.

Meet to create integrated projects and design assessments during at least biweekly scheduled collaboration time.

Pathway members occasionally attend PDs that are focused on the unique needs of pathway development and continuous improvement.

Some teachers share best practices, lessons, and resources to improve instructional practice.

Some teachers engage industry partners in PDs that focus on project design and assessment with a focus on application of academic content within the industry context.

Pathway teachers have the opportunity to attend PDs that pertain to their specific content area as well as PDs aligned to the needs of the pathway. District PD is not competitive but complementary.

Reflection:

While pathway students do participate in project based learning on a regular basis that are crossed subject content driven. While projects are engaging to students pathway teachers feel that some projects need to be re-worked to align to new CCSS, NGSS and CTE standards to ensure that the project meet the OUSD Graduate Profile and Pathway Student Learning Outcomes and well as the standards. Pathway Teachers participation in the OUSD BAPAN project to better incorporate OUSD Graduate Profile and Pathway Student Learning Outcomes and continued to development project based learning that integrate the pathway theme in a meaningful way.

Currently there is no time or budget set aside for teacher release time to observe one another’s teaching practice. This limits the pathway team’s ability to support instructional practice and build community of practice amongst pathway team members.

While the pathway team uses the annual pathway data provided by Linked Learning office to develop annual improvement plans we have not used student level data with much success. There is some analysis of student project work but we need support to help us look at and use different forms of data in a meaningful way to improves curriculum design, instructional practice, and student support and outcomes.

While most of the pathway team believes in the core mission and vision of the pathway the school merger transition from independent academy to pathway within a large comprehensive school makes it difficult to build a community of practice with consistent norms and values. There is a need for professional development that teaches pathway team members how to transition single subject teachers into the pathway model and gain their buy-in.

Our CTE teacher needs specific industry related professional development to stay current with industry trends and technologies. In addition, our CTE teacher needs support from industry to bring relevance to their curriculum and integrate CCSS and NGSS in a way that is engaging to students and prepares students for the full continuum of work based learning experiences in the pathway.

Budget	2015-16 Planned Activity	Anticipated Outcome
Non teaching hourly rate for pathway teams of teachers	<p>Release time and professional learning in PBL for pathway teams to curriculum map across content for the creation of integrated project based learning for students.</p> <p>Release time/substitutes so that pathway teachers can observe one another’s teaching</p>	<p>Pathway students will participate in two PBLs in each grade level. PBL projects will integrate at least two content areas and include industry collaboration and feedback in their creation. The result of these projects will be that students understand the connections between their core academics and the career focus of their pathway.</p>

<p>\$1500 Sub costs</p> <p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p>	<p>practices and give and receive feedback to improve instructional practice</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p>	<p>Pathway teachers will share successful practices and support one another in the development of best instructional practices as well as build their Community of Practice around Mission, Vision and Pathway Student Learning Outcomes.</p> <p>Pathway teams will learn how to analyze and use different forms of student level data (performance, projects, action oriented research, for the purpose of improving curriculum and instruction.</p>
<p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p>	<p>Conduct a 3 day professional learning on the creation of Communities of Practice aligned to Pathway Student Learning Outcomes</p>	<p>Pathway teams will develop the tools to create a culture of collaboration amongst pathway teachers that then extends to entire pathway student body. This professional learning will specifically address the skills of teaming, collaborative learning, project management, leadership, and accountability</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric
<p>Self Assessment:</p> <p>Has been selected based on criteria in Developing and Approaching.</p> <p>Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards.</p> <p>Appeals to a broad diversity of students, regardless of their postsecondary aspirations.</p> <p>Integrates the majority of academic and technical coursework in all grade levels. Is aligned to grade- level academic and CTE standards and provides all students, regardless of prior academic achievement, with the opportunity to meet A-G requirements.</p> <p>Ensures that nearly all pathway students participate as a cohort in the pathway's academic and technical courses. Ensures that most grade- level pathway teachers share a common preparation period.</p> <p>Ensures flexible use of time and instructional methodologies that enable all pathway students to participate in multidisciplinary projects</p> <p>Reflections:</p> <p>The program of study has been pretty much the same since the inception of the pathway and needs to be reviewed with industry feedback and an analysis of labor market needs to ensure the relevancy of the courses. However, our community college partners have been brought into the discussion to ensure a post-secondary transition to those students who wish to continue pursuing a career related to the pathway</p>

theme. There has been some pathway teacher turnover in the last few years so we need to engage new team members in a review of pathway themes, program of study and pathway student learning outcomes.

The creation of pure co-horts remains an issue and makes it difficult for teachers to design and teach integrated multi-disciplinary projects.

While site leadership has worked diligently to ensure common planning periods for pathway teachers they have been unable to ensure this for all teachers in the pathway. This creates a barrier to the integration of CTE and Core as well as the creation of integrated project based learning for pathway students. This will become an even larger issue as we look to expand pathway enrollment.

The question of scheduling AP courses within the program of study remains an issue with scheduling both common planning and student co-horts.

Block scheduling of courses that have the most opportunities for integration (ie; Fashion & Art/Graphic Arts, Bio or Chemistry, English & World History, and Math) would help support a more flexible use of instructional time and facilitate both student collaboration and pathway teacher community of practice as well as support integration across content areas.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$3000: non teaching hourly rate or stipend of \$1,000 per teacher for 3 days retreat</p>	<p>Stipends for pathway teams to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from advisory members from industry. In addition a review of current CTE curriculum available through sources like the UC Curriculum Integration Institute and CTE Online resources</p>	<p>Ensure that pathway theme and program of study aligns to industry and labor market needs. Increase the rigor and relevance of CTE courses with pathway program of study</p>
<p>\$3000 sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p>	<p>Provide release time for pathway teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation.</p> <p>Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the pathway program of study and pathway career theme. They will align PCCD course objectives and pathway student learning outcomes to create a transition to post-secondary.</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric

Self Assessment:

Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation.

Has a plan of sequenced WBL experiences.

Has WBL opportunities at each of the pathway's grade levels for all students.

Has created a plan and timetable to implement WBL experiences with coursework in at least one technical and one academic subject area per grade.

Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences Is developing a plan to evaluate the impact of WBL experiences.

Is developing a plan to evaluate the impact of WBL experiences.

Reflection:

Work Based learning occurs as an add-on to pathway program of study and CTE theme. Students need to experience work based learning in a more integrated industry focused way. Rigor, reflection and performance assessments need to be built around pathway WBL. Pathway teams need additional support from LLO and ASP to develop systems of support for students to be prepared, matched, placed, and managed through work based learning experiences.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$2,000 Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs</p>	<p>Release time for Pathway Teachers to plan and implement developmentally appropriate and sequenced WBL opportunities for ALL students by grade and pathway that include school year and summer opportunities. WBL Sequence is planned and aligned to support students as they work towards industry certification.</p>	<p>Students experience at each grade level, 4-6 high quality integrated work based learning experiences and graduate with 21st century and SEL skills that inform their personalized career and college plan.</p> <p>Each student builds a resume, experiences mock interviews,</p>
NA	<p>Provide office space for on-site full time CTE Specialist and LL Pathway Coach and facilitate meeting schedule with pathway teams</p>	<p>CTE Specialist and Pathway coach are able to serve pathway teams effectively to increase integrated WBL opportunities and active industry partnerships</p>
NA	<p>Plan with LLO for funding and training FTE for a 16-17 Work Experience Education (WEE) course for employed students to receive elective credit and manage school year internships for credit.</p>	
N/A	<p>Pathway Teams work with LLO to create one integrated project at each grade level that includes WBL outcomes and performance assessments</p>	<p>Students are directed, matched, supported, and prepared for challenging WBL experiences.</p>
<p>\$3,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Pathway teachers collaborate closely with industry partners through individual Advisory Boards or district-wide Industry Partnership Councils in Health, ICT/AM&E, Engineering, and Law and Public Service.</p>	<p>Pathway teams attend 2 - 4 Industry Partnership Council events, or hold 2-4 site based Advisory Board meetings, with support from the LLO & the Workforce and Economic Development Coordinator.</p> <p>Industry informs in writing and through active collaboration: pathway</p>

Budget for Subs		outcomes, required skills leading to industry certifications, industry related projects, WBL sequence and opportunities, budget support for purchases, expansion, and enhancement of the pathway program
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5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric

Self Assessment:

Through established structures and processes, the pathway team:
 Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations
 Identifies and monitors student academic, personal, and social-emotional needs
 Provides culturally responsive and timely intervention and acceleration strategies to support each student's success.
 Engages families and leverages community, school, and district services to address students' academic, personal, and social-emotional needs.

Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals.
 Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options.

Reflections:

We do a good job of knowing and caring for most of our collective pathway students, we have systems to ensure that we:

1. support most students in the attainment of his/her academic / social emotional / career goals
2. check in with every student on a regular basis aligned with grading periods or the assessment calendar
3. have a system to regularly engage families in the education of their students

We know that our students complete a College and Career plan with their counselors, but we have not leveraged student plans to more deeply engage students in monitoring their own progress towards their goals, nor in engaging families through this open platform.

We are invested in the ECCCCO program, but could do a better job of integrating ECCCCO activities into our academic courses. We are also interested in expanding the ECCCCO curriculum to explore offering school year internships for our seniors.

Budget	2015-16 Planned Activity	Anticipated Outcome
NA - embedded in planned PD	One day PD for all staff to learn about the College and Career Plans from ConnectEd Studios (CES)	All adults at the school use the College and Career Plans to support students, to engage families, and to monitor student progress toward student stated goals
NA - part of pathway work with coach	Continued engagement within pathway communities of practice, facilitated by pathway coach, to work with CES College and Career Plans to support students; engage families	Pathways integrate College and Career Plan analysis into weekly meetings

<p>\$500 stipend</p>	<p>Stipend for one teacher within the pathway to become a ConnectEd Studios power user (PD provided by ConnectEd)</p>	<p>ConnectEd Studios power user supports team to better utilize CES for student support, family engagement, WBL activities, and student project management</p>
<p>\$2,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher for retreats</p> <p>Cost of facility & meals</p>	<ul style="list-style-type: none"> • <p>In Retreats: Based on our PD, design <i>systems</i> to ensure that we proactively:</p> <ul style="list-style-type: none"> • Support each and every student in the attainment of his/her academic / social emotional / career goals • Check in with every student on a regular basis aligned with grading periods or the assessment calendar • Have a system to regularly engage families in the education of their students <p>In Regular Common Planning Time:</p> <ul style="list-style-type: none"> • Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up • Practice using the systems we have designed • Refine our approach using a cycle of inquiry <p>In ongoing professional learning time:</p> <ul style="list-style-type: none"> • Network with other pathways/ schools/ teams to share promising practices • Use protocols to refine practices 	<p>Through established structures and processes, the pathway team:</p> <ul style="list-style-type: none"> • Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Identifies and monitors student academic, personal, and social- emotional needs • Provides culturally responsive and timely intervention and acceleration strategies to support each student's success • Engages families and leverages community, school, and district services to address students' academic, personal, and social- emotional needs • Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success • Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations

Pathway: Computer Academy

Pathway Title:	Computer Academy	Pathway Teacher Leads:	Emmanuel Onyeador
Industry Areas:	Information Technology (Computer Science)	Pathway Coaches:	
Pathway Lead Email:	emmanuel.onyeador@ousd.k12.ca.us	Pathway Lead Phone:	510-450-5400 EXt. 102
Pathway 2015-16 Enrollment (9-12)	137	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$27,400

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
110	27	56.9	6.6	0	7.3	96.4

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
28.5%	0	31.4%	16.8%	1.5%	1.5%	17.5%	2.9%

Pathway Vision:

The Computer Science and Technology Academy students will be prepared for the 21st Century. Our goal is to provide all of our students with multiple academic options, by challenging them to go beyond their expectations. This applies to those that plan to be computer scientists, as well as our students who intend to pursue other academic majors, or plan to enter the job market immediately after high school.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

- Develop and utilize algorithmic processes to critically solve problems.
- Project based instruction and creation of applications to solve real world problems.
- Be socially (and technologically) responsible.
- Develop, support, and utilize digital technology in an ethical manner and understand the impact on society.
- Demonstrate effective communication skills using multiple media across all subjects.
- Collaborate responsibly with diverse groups to solve a complex problem or to complete an interdependent task.
- Students are involved evaluating the strengths and weakness of our academy, and working on projects and community/school involvement activities. For example, students are currently involved in suggesting best practices for involving more girl students in the academy, and are actively involved in recruitment, etc.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Emmanuel Onyeador	Computer Science Teacher / lead
Jeremy Sutton	English Teacher
Harry Pasternak	US Government Teacher
David Smith	Mathematics Teacher
Brennan Nicholas	English Teacher
Sara Ketcham	English Teacher

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	3	Rigorous, Relevant, and Integrated	2
Leadership Configuration	1	Collaborative Learning	3
Distributed Leadership	1	Teacher Shared Best Practice	2
Equity		Teacher Collaboration Time	1
Open Access & Equitable Opp.	3	Teacher Professional Learning	2
Divers Student Representation	3	Personalized Student Support	
Closing the Opportunity Gap	3	Support of Student Needs	2
Program of Study/Master Schedule		College and Career Plan	2
Pathway Theme	4	Work Based Learning	
Integrated Core	2	Types of Student Experiences	2
Cohort Scheduling	2	WBL Pathway Outcomes	2
		WBL Pathway Evaluation	2

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains</p> <p><i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>The vision and mission of the Computer Academy is both socially and academically directed: we not only offer an academically challenging curriculum to all students that is foundational to success but provide a bridge to the post-secondary community and industry for students who, historically, have been excluded from access. Our priority in terms of recruitment is to offer a certain number of spaces within the academy to struggling students, particularly young women and students of color, and to support these students with the necessary mentoring and tutoring that will ensure improvements in academic performance, self-worth, and an overall sense of belonging to the community that fosters the ideal of the commonwealth.</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$15,000</p> <p>\$23.77/hour for 100 hours X 7 teachers</p> <p>**all other collaborative planning time is included in this total**</p>	<p>Collaborative planning time to meet and discuss needs of incoming students, set up mentoring and tutoring hours, and share strategies for meeting the academic and emotional needs of students</p>	<p>A more circumspect understanding of the specific struggles our incoming students face and a specific plan for how to meet these struggles</p>
<p>NA</p>	<p>Establish times for peer observation to improve and refine curriculum and pedagogical techniques.</p>	<p>Improvements in both teaching and student engagement and performance</p>
<p>6 hours X 5 days X 7 teachers,</p>	<p>Pathway Leadership -PD day before school starts to establish an overview of pathway tasks per month,</p>	<p>-stronger leadership configuration in which roles and an incipient context for</p>

included in first budget item above	discuss with peers strengths and struggles of incoming students, and to distribute leadership among the whole team (ex: student support, recruitment, industry outreach, college and career partnerships building, internship opportunities, parent involvement/...). Discuss meeting plans for school year/accountability.	the beginning of the year can be established.
\$1,000	Equity/Access - Posters, brochures, etc. -Letter or email newsletter to all 9th graders w/ info about pathways. Maybe a student created website w/ information/videos/ Parents roles and involvement.	Greater visibility of the Computer Academy and thus growth in terms of recruitment, program
N/A	-Professional promotional video about computer academy/ what is computer science /	Improve recruitment of students who otherwise might not know about the opportunities the computer academy offers
\$500 for honorariums if needed	-Guest Speakers to come to computer science education week activities (Dec) that is a cool, trendy, successful woman in computer science (ex. Sheryl Sandberg, COO Facebook) UC Berkeley CS Day visit (CS Ed Day @ UC Berkeley)	Will introduce students to the tech and business world so that can begin to gauge the benefits of their education as a conduit that provides access to a better life
1 hr X 10 months X 7 teachers **included in first budget item above**	-Research and plan and fundraiser to begin a scholarship fund for female students who graduate from computer academy	Will act as an incentive to recruit more female students
N/A	Established and expand new and existing relationships/articulation agreement/dual enrollment/concurrent enrollment with Colleges	Increase number of computer academy students who are ready for college, have college credit, and have transferable courses and credit to 2 and 4 year college.
N/A	Establish and expand new and existing partnerships and relationships with industry to the purposes of job-shadow, mentors, and internships.	Increase number of academy students who are ready for career and going into college already industry-certified.

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Computer Academy pathway teaching and learning is focused on standards based problem solving and analysis in which students encounter a more integrated, aligned curriculum that utilizes research based instruction, teaches similar learning strategies, and involves the kind

of critical thinking and creativity that links the academic experience of the student to industry and community partners to broaden the spectrum of inclusion.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$2,000 (amount not to be exceeded) Budget for Subs	-3 Release days for observations	By seeing what other people are doing, teachers can garner a sense of what they can improve upon in their existing curriculum and management style
Budget for Subs	-Release days for vertical planning	Increased cross-curricular collaboration
5 hrs X 10 months X 7 teachers **included in first budget item above**	-Weekly meeting times to plan, confer about student progress, and establish intervention lists for students requiring support	Improvements in the extent to which we integrate curriculum and in student performance through individualized counseling and the creation of personal education plans
\$2,000 (amount not to be exceeded) Budget for Subs	Release days to work on A-G course approval for all academy courses.	All students graduate with all course meeting the UC/CSU Admission requirement
5 hrs X 7 teachers **included in first budget item above**	Secure workshop training for planning and implementation of computer academy integrated curriculum projects.	All teachers team plan and collaborate on interdisciplinary integrated curriculum project.

3. Program of Study

Current Programmatic Narrative Based on Rubric		
The current program of study focuses on collaboration to improve curriculum and student performance. For teachers this involves inquiry in how to link academic work to industry and make sure problem solving skills in both areas are transferable.		
Budget	2015-16 Planned Activity	Anticipated Outcome
Included In above budget item for release days Budget for subs	-Release days for cross curricular planning, specifically with intentions to integrate academic and technical coursework, and complete inquiry cycles evaluating and improving upon our program of study	Improved integration of curriculum through collaborative planning to maximize the cultivation of transferrable skills from grades 10-12.

1 hr X 10 months X 7 teachers **included in first budget item above**	Planning time to update current program of study to reflect pathway goals.	Students are graduating on time and ready for college and career.
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
Developing a plan for individualized WBL and sequencing that will provide opportunities for students to gain career experience through industry, postsecondary partners, and community stakeholders		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$500 for honorariums if needed	-guest speaker series w/ women speakers as well as speakers from key industries associated with technology	increased interest and enrollment of female students
\$2,000	-Go to Grace Hopper Computing Conference (3 day conference. this year it is October, 14-16, in Houston. Enrollment is \$300 for students) Allow a few girls to attend the Grace Hopper Conference to come back to inform other students and lead effort to achieve gender balance within academy	Introduces students to a wider array of the possibilities available to them and to worlds they might otherwise never encounter
\$2,500 (\$600 per trip incl. transportation and fees)	-field trips to Google, IBM, AT&T, CISCO, LinkedIn, OTX, Pandora, etc with more job shadow days and possible mentors.	Expand work-based learning for all students

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
Augmentation of our family/student/academy supports to reach the goal of meeting the individual academic, social-emotional, and career needs of each student.		
Budget	2015-16 Planned Activity	Anticipated Outcome
N/A	Expand the annual computer academy award night to involve stakeholders. Create students matching fund for college and industry partners to play role in the award night, through scholarship awards,	Computer academy students present, defend and showcase their best work, including but not limited to a culminating project, artifact development, application development, website creation or work product portfolio at the end of the school year.

	best project award, for seniors project, junior project, and sophomore project.	
N/A	Establishing a mentorship program where computer academy students partner across grade level (either for everyone or specifically for girls)	Increases academic proficiency for all students
\$500 travel and registration	Expand, establish, encourage participation in a Robot Club. Provide funds and support to register for annual FRC competition at the Regionals.	More students gain deeper understanding of computing concepts, and skills to build and maintain robotics.
N/A	Establish a mentorship program in which computer academy students partner with role models and experts from various industry sectors and the community.	increased student awareness of post-graduation cs opportunities and awareness of actual and potential function of industry partners
\$500 food and facilities	Each marking period, have lunch provided for a meeting with female computer academy students of all grades to connect, build relationships, provide support, and encourage retention of female students.	heighten interest, encouragement, and confidence re possibilities for female engagement in advanced cs learning and industry
N/A	Establish and sustain the Computer Club to collaborate with community partners to solve community to address social problems existing in the community.	Students take on responsibility as they provide leadership in their community by working on socio-economic problems and controversies.
\$500	Provide funding for girls who code. The club will continue the work already started to introduce girls to field of computing interest.	Increase participation of girls in computer science by providing early exposure to computing in their freshman year at Tech.
10 hrs X 10 months X 7 teachers **included in first budget item above**	Provide release time to continue work on the intervention process. Every teacher is mapped to certain students who are identified during the report card period. Teachers and students work collaboratively to address deficiencies and help students meet goals.	Increase number students who are meeting academic benchmarks and learning goals..

Pathway: Engineering Academy

Pathway Title:	Engineering Academy	Pathway Teacher Leads:	Parker Merrill
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Industry Areas:		Pathway Coach:	
Pathway Lead Email:	parker.merrill@ousd.k12.ca.us	Pathway Lead Phone:	5104505400 ext 305
Pathway 2015-16 Enrollment (9-12)	158	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$31,600

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
88	70	17.1%	0	0	0	96.8%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
3.8%	0	27.8%	6.3%	2.5%	0	55.1%	4.6%

Pathway Vision:

To successfully teach students physics mechanics through a unique combination of academic and vocational courses. This academy, with its innovative and rigorous project-based curriculum, will prepare students for careers in civil and mechanical engineering.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Curriculum:

Traditional and Computer-Aided Drafting; Design a house and build a model for the Oakland Rotary Club Annual Design Contest; Use advanced CAD software to construct 3-D models; College level statics and dynamics

The Engineering Academy is a rigorous academy that focuses on mechanical engineering. Starting in 10th grade, the students in this academy study engineering, physics (focused on mechanics), drafting, etc.

Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Parker Merrill	Academy Director
Josue Diaz Jr	Assistant Principal

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	3	<i>Rigorous, Relevant, and Integrated</i>	4
<i>Leadership Configuration</i>	1	<i>Collaborative Learning</i>	4
<i>Distributed Leadership</i>	1	<i>Teacher Shared Best Practice</i>	2
Equity		<i>Teacher Collaboration Time</i>	1
<i>Open Access & Equitable Opp.</i>	1	<i>Teacher Professional Learning</i>	1
<i>Divers Student Representation</i>	1	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	1	<i>Support of Student Needs</i>	1
Program of Study/Master Schedule		<i>College and Career Plan</i>	2
<i>Pathway Theme</i>	4	Work Based Learning	
<i>Integrated Core</i>	4	<i>Types of Student Experiences</i>	1
<i>Cohort Scheduling</i>	4	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.

3. If the Planning Team for **existing pathways would like to pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i>		
<p>Currently, the pathway staff, school and district leaders, and partners do not share responsibility for program effectiveness and accountability for student outcomes.</p> <p>There are not enough stakeholders present to assure that conditions are in place to establish and sustain pathway quality.</p> <p>The pathway needs to form an advisory board that serves as an organizing structure to effectively engage a core of stakeholders.</p> <p>A system needs to be placed to create a structure that revolves around shared responsibility and accountability.</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome
<p>\$2,000 amount not to be exceeded</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments.</p> <p>(3 teachers x 10 hrs x \$23)</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>All members of the Tech Community will be knowledgeable of the vision and mission of tech and that they guide decisions and our work.</p>
N/A	<p>Staff/Admin systems/structure planning- Clear roles and responsibilities for each pathway</p>	<p>Each pathway will be clear on the roles and responsibilities of every member on the team and the supporting team</p> <ul style="list-style-type: none"> ● Pathway Lead ● Pathway coach ● Pathway teachers ● Lead Administrator
	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that 	<p>We have established practices and policies to promote open access and diversity through collaboration with business and community partners</p>

	<p>ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest.</p> <ul style="list-style-type: none"> • We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. • We will work to develop policies and practices that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work. 	<p>We do not track students once they're enrolled within the pathway and do not have academic achievement requirements to continue within the pathway.</p> <p>We have multiple years of evidence showing substantial growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland.</p> <p>All students are successfully meeting all benchmarks for student achievement relative to all other subgroups in the pathway.</p>
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2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Students apply their knowledge and skills in new and unpredictable situations Interact regularly with industry, postsecondary, and community partners</p> <p>The academy does use performance assessment tasks with common rubrics to assess, monitor, and tries to support every student's progress toward mastery of college and career ready pathway learning outcomes.</p> <p>Reflection: The big need is to support the students that find the first semester difficult. The academy needs to focus on retention of students and more specifically, students of color and girls.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$1000 Sub costs</p> <p>PD could be provided by LLO at no cost or contract with New Teacher Center for PD</p>	<p>Release time and professional learning in PBL for pathway teams to curriculum map across content for the creation of integrated project based learning for students.</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p>	<p>Pathway students will participate in two PBLs in each grade level. PBL projects will integrate at least two content areas and include industry collaboration and feedback in their creation. The result of these projects will be that students understand the connections between their core academics and the career focus of their pathway.</p>
<p>\$8,000</p>	<p>One-on-one peer tutoring/mentorship</p>	<p>-Increase in understanding and skill acquisition for</p>

<p>(amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p> <p>Stipends for tutors</p>	<p>program:</p> <ul style="list-style-type: none"> -Focused on support for engineering students - funds to hire student tutors. -Possible to hire recently graduated students that live in the area. -Possibility for tiered support system. Offering 1-1 support for some, but small group tutoring for others based on need as determined by coordinator, student, and teacher together. 	<p>students at risks,</p> <ul style="list-style-type: none"> -Levels the playing ground for students who cannot afford private tutors. -Will reduce disparities in student achievement based on race, ethnicity, gender, socioeconomic status, etc.
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3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>The Curriculum :</p> <ul style="list-style-type: none"> -Is vetted through a regular review by industry and postsecondary partners, school staff, and students to ensure that it is aligned to current regional workforce needs -Integrates all academic and technical coursework in all grade levels -Provides students with a comprehensive sequence of WBL experiences 		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>\$4000</p> <p>sub costs and travel</p> <p>hourly non teaching rate/ stipend/ or sub costs</p>	<p>Provide release time for pathway teams to visit similar career-themed pathways in the area that have been recognized for their excellence in design, instruction and innovation.</p> <p>Provide release time for pathway teachers and community college teachers to collaborate of early college (dual enrollment) courses aligned to pathway program of study.</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathway leaders in their career focus and implement those in their pathway program of study.</p> <p>OUSD Pathway teacher-leaders and Peralta educators will identify courses that align to the pathway program of study and pathway career theme. They will align PCCD course objectives and pathway student learning outcomes to create a transition to post-secondary.</p>
<p>\$ 5,000 (amount not to be exceeded)</p> <p>Extended contracts @ \$23 per hour per teacher</p>	<p>Intro to Engineering After School Course</p> <ul style="list-style-type: none"> - one pilot section next year in which we write curriculum, figure out integration with Algebra 1, and how to target the resources to our most underserved students - After school course open to students currently in Algebra 1. - Some resources exist: some modules that Alameda County is developing. However, we need to write the curriculum and figure out how to align it with our existing Algebra 1 course and our Algebra students' needs - Need to figure out if it would be offered 	<ul style="list-style-type: none"> - increase number of African American, Latino, and low SES students passing algebra the first time they take it - provide opportunities to explore STEM career ideas for students who are not currently eligible for the Engineering Academy and might not otherwise explore a STEM pathway

	daily or 2-3 days per week	
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>The pathway is in need of more structures to support work based learning outside of the class. We need collaboration time to conduct outreach to identify WBL experiences. In the past there has been ad-hoc WBL experiences for some students. Some students select the program but it is not heavily focused on in the academy</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA	Provide office space for on-site full time CTE Specialist and LL Pathway Coach and facilitate meeting schedule with pathway teams	Students experience at each grade level, 4-6 high quality integrated work based learning experiences and graduate with 21st century and SEL skills that inform their personalized career and college plan.
NA	WBL case management and support for students is aligned and supported by After School Program in coordination and collaboration with pathways.	CTE Specialist and Pathway coach are able to serve pathway teams effectively to increase integrated WBL opportunities and active industry partnerships
NA	Pathway Teams work with LLO to create one integrated project at each grade level that includes WBL outcomes and performance assessments	

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>One major area that needs more attention is the personalized support given to target students. The academy needs to access general school and district academic interventions to address student needs. These target students already are above average in academics but still need support. Many times students of color feel excluded in STEM fields and we need to provide or arrange periodic college and career exploration activities for students</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$10000 amount not to be exceeded	<p>-Small group of students to attend the Intel International Science and Engineering Fair</p> <p>- Target students will include underrepresented groups in the STEM field i.e. women, African-American, and Latino students. They will</p>	<p>Introduces students to a wider array of the possibilities available to them and to worlds they might otherwise never encounter. An opportunity to network and experience how their courses relate to the workforce and academia.</p>

	be able to come back to inform other students and lead an effort to support each other within the academy.	
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**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Ralph J. Bunche	Principal	Betsye Steele
Pathway Industry Areas:	Hospitality, Tourism, Recreation	Principal Phone:	
School Address		Principal Email:	
School Phone		School Fax:	
2015-16 Enrollment (9-12)	125	Anticipated Grant* (\$200) x enrollment.	\$25,000

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50.9%	49.1%	85.2%	9.1%	11.4%	12%	95.5%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
64.8%	0%	3.7%	27.8%	0%	1.9%	1.9%	0%

Planning Team Members and Role (Who is completing the Planning Grant Application?)

Name	Role
Betsye Steele	Principal
Terrence Holliday	After School Program Director
Nestor Gonzalez	Art Teacher
Alice Swafford	TSA
John Fuentes	After School Program Manager, BACR

Esther Dixon	CTE Pathway Teacher
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Donell Mayberry

School Vision:
Our vision is that every student of the Ralph Bunche Hospitality, Tourism and Recreation Pathway will find a renewed educational experience and greater success in school as they successfully complete the HTR program receiving the necessary skills and knowledge to prepare them to succeed in college and careers.

Signature School Practices:
<i>What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!</i>
Acknowledge and identify students interests and trusting relationships, ongoing thorough case management, effective restorative justice practises, provide career and college exploration opportunities, safe and inclusive classroom environment, collaborative learning practises, seamless alignment between after school and school day, strong college and career focus for all students, diverse school population that has integrated relationships with a strong focus on AAM and LGBTQ populations focused on respect and understanding that provides a sense of community, Administration and teaching staff that reflect student population, strong parent engagement
ADD common classroom practises

School and Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	2	Rigorous, Relevant, and Integrated	2
Leadership Configuration	1.5	Collaborative Learning	1
Distributed Leadership	1	Teacher Shared Best Practice	1.5
Equity		Teacher Collaboration Time	1
Open Access & Equitable Opp.	2	Teacher Professional Learning	2
Divers Student Representation	2	Personalized Student Support	
Closing the Opportunity Gap	2	Support of Student Needs	2.5
Program of Study/Master Schedule		College and Career Plan	2

<i>Pathway Theme</i>	1.5	<i>Work Based Learning</i>	
<i>Integrated Core</i>	2	<i>Types of Student Experiences</i>	1.5
<i>Cohort Scheduling</i>	1.5	<i>WBL Pathway Outcomes</i>	1
		<i>WBL Pathway Evaluation</i>	1.5

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

<p>Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains <i>These 2 domains are <u>foundational elements</u> to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.</i></p>		
<p>[Required: Please reflect on self assessment here We need to plan and coalesce the vision for an HTR pathway for all Bunche students</p>		
Budget	2015-16 Planning Activities	Anticipated Outcome
	Facilitator planning	
	Retreat & facility costs, to include travel	
	refreshments/meals	
	best practice site visit	
	sub cost	
	teacher extended contracts	

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA	PD on >>>> Coaching, Sr Project Identify strategic	

3. Program of Study

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA		

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$15,000, \$25.00 per hour for 20 hours per week for 30 weeks	<p>Bunche WBL Coordinator:</p> <ul style="list-style-type: none"> • Outreach to HTR focused community organizations and companies • Organize monthly Advisory Board meetings (agenda, invites, notes, set up, etc.) • Meet regularly with professional partners • Collaborate with counselor and afterschool program around WBL calendar and activities • Set school year WBL calendar and organize school-wide Career Exploration Visits, college visits, OUSD Career Expo, Internship Readiness Fair, etc. • Work with staff to support students throughout year with required preparation & paperwork for trips, resume writing, cover letter development, professional dress, etc. • Attend necessary staff meetings, Linked Learning meetings and professional development as needed • Assist with summer internships (recruiting host sites, collecting student paperwork, matching interns, etc.) • Pilot school year internships and case manage students 	<p>All students will experience an HTR sequence of planned and integrated WBL experiences that inform their individualized college and career and community plans.</p> <p>Classroom curricular connections will be made by all Bunche staff between the WBL continuum experiences for students</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
[Required: Please reflect on self assessment here]		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA		



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway[^]**

School:	Rudsdale	Principal	Willie Thompson
Pathway Industry Areas:	Health	Principal Phone:	729-4303
School Address	8251 Fontaine St.	Principal Email:	willie.thompson@ousd.k 12.ca.us
School Phone	510-729-4303	School Fax:	510-569-7042
2015-16 Enrollment (9-12)	161	Anticipated Grant* <i>(\$200) x enrollment.</i>	\$32,200

[^] For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

*Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
55.3%	44.7%	78.9%			35.4%	98.8%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
46.6%	0%	1.9%	46.6%	0.6%	3.7%	0%	1.1%

Planning Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Willie Thompson	Principal
Alessandra Cabrera	Assistant Principal
Emma Batten-Bowman	TSA
Dionne Embry	Teacher

Jessica Wan	Teacher
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School Vision:
<p>Vision: Rudsdale students are ready for Anything! They are ready and able to create a stable, productive lives, while contributing to the health and well-being of their families and community</p> <p>Mission: Oakland Unified School District's Rudsdale Continuation School is a voluntary program dedicated to providing educational options for students seventeen to eighteen years old who are at risk of not graduating from comprehensive high schools. Every student will have access to opportunities for completing a high school diploma, pursuing a GED and/or CHSPE certificate, and participating in career exploration and job training program</p>

Signature School Practices:
<p><i>What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!</i></p>
<p>Rudsdale Continuation High School opened in the fall of 2005 as, "a final safety net," providing more seats for students who need a "second chance" to earn a high school diploma. The school is a voluntary program designed to meet the needs of students seventeen to eighteen years of age who are in danger of not graduating from high school. The goal is to increase the number of OUSD students earning a high school diploma (college and career ready) by accelerating credit recovery and/or CAHSEE focus. Rudsdale is on a trimester system and students' only need 190 appropriate credits to graduate. Over the last seven years, Rudsdale has increasingly focused on meeting the social-emotional needs of its students.</p>

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
Mission and Vision	1	Rigorous, Relevant, and Integrated	1
Leadership Configuration	1	Collaborative Learning	1
Distributed Leadership	1	Teacher Shared Best Practice	1
Equity		Teacher Collaboration Time	1

<i>Open Access & Equitable Opp.</i>	<i>1</i>	<i>Teacher Professional Learning</i>	<i>1</i>
<i>Divers Student Representation</i>	<i>1</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>1</i>	<i>Support of Student Needs</i>	<i>1</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>1</i>
<i>Pathway Theme</i>	<i>1</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>1</i>	<i>Types of Student Experiences</i>	<i>1</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
- Increase the high school graduation rate
- Increase high school students’ readiness to succeed in college and career
- Increase middle school students’ successful transition to high school
- Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency

2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

A career-college pathway has not been established at Rudsdale. We are in the beginning stage of creating a planning team, structures and processes and a PLC that is aligned with our overall school vision, mission statement and guiding principles. However, we have developed a comprehensive Advisory Program to facilitate students taking ownership of their learning and linking them to career and college experiences in their areas of interest.

Budget	2015-16 Planning Activities	Anticipated Outcome
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<p>\$5,000</p>	<p>Fall (Annual) Retreats:</p> <ul style="list-style-type: none"> • Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Link Learning Process. • Planning time to define a College and Career Pathway Process for students • Planning time to create Planning Teams, Structures, Processes/Systems, Definitions, Roles, Goals, Outcome Indicators, PLC Inquiry Cycles and Mode of Communication <ul style="list-style-type: none"> • Align Vision and Mission to OUSD overall Vision, Mission, and Graduate Profile <p>Revisit Program of Study for enhancing alignment with the above.</p> <p>Time:</p> <ul style="list-style-type: none"> • Continue to assess progress as assessed by the Community of Practice Continuum. • Develop external partnerships with colleges, community based organizations (CBOs) and external agencies 	<ul style="list-style-type: none"> • Each pathway teacher has a defined role in leading the pathway. They operate as a team in all matters and in constant communication with site planning team in order to support program development and operations <ul style="list-style-type: none"> • The mission is fully aligned with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and the vision of the pathway <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> • Are responsibility and accountable for ensuring that necessary conditions are fully operational for successful program implementation • Are supported by district policies that ensure program effectiveness

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>Although Rudsdale has created an after school program in an attempt to connect student to college and careers, using 21st Century funding, it is not comprehensive in nature, project-based rigorous, or collaborative.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$5,000	<p>Release time and Professional Learning in Linked Learning components so that Sojourner Truth School Community can update and enhance vision and mission</p> <p>Release time/substitutes so that pathway teachers can observe one another's teaching practices and give and receive feedback to improve instructional practice</p> <p>Pathway teams will engage in cycle of inquiry professional development to expand their knowledge of data analysis. In addition to more traditional data sources, pathway teams will analyze data from student products and performance based assessments.</p>	<p>Pathway teachers will share successful practices and support one another in the development of best practices as well as build their Community of practice</p> <p>Pathway teams will learn how to analyze and use different outcome indicators or data for the purpose of improving curriculum and instruction</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>A program of study has not been developed to incorporate the links to colleges and careers. Administration, teachers, staff, and community stakeholders will need to come together and develop a new understanding of how to align Linked Learning to the current academic program at Rudsdale...that will included work-based experiences</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$10,000	<p>Stipends for pathway team to schedule a retreat to review pathway theme, student learning outcomes, and program of study with input from all stakeholders</p>	<p>Ensure that pathway theme and program of study aligns to industry and labor market needs. Increase the rigor and relevance of CTE courses with pathway program of study</p>
	<p>Provide release time for pathway team to visit similar career-themed pathways in areas that have not been recognized for their excellence in design, instruction and innovation</p>	<p>Pathway teams will be able to learn from and share promising and innovative courses and practices from other pathways leaders in their career focus and implement in their program pathway of study</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Currently there is no understanding of Work-based Learning within the Rudsdale community. This means that the entire community needs to plan for professional learning to understand what this means for the students who attend the school. Also, following the Development of the vision of work-based learning... the planning team needs to facilitate the actual action steps needed to develop a work-based learning plan.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$4,000	Release time for Pathway teachers to plan and implement developmentally appropriate opportunities for all students in WBL	<p>Students experience high quality integrated WBL experiences that gets them college and career ready</p> <p>Budget Measure N funds for internship stipends and transportation costs for students</p>

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>While the Rudsdale positively and effectively individualizes the experience of each student and can support a student's socio-emotional growth, there has not been a concerted and planned effort to support a student's connection to a career pathway. Thus, there is a significant gap in this program to identify students' career development needs and to foster career and counseling opportunities so that upon graduation students have already have links to a post-secondary college and career.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$8,200	<p>Develop plan to introduce ECCCO curriculum to teachers so that this can be integrated into instructional program. Send designated teachers to ECCCO Community of Practice held monthly at LLO.</p> <p>Identify a whole system of intervention to insure each student and the family is supported to be able to obtain access to the school program. This includes the socio-emotional supports and cultural responsive programs that allow students to accomplish their academic, social, and career goals.</p>	<p>ECCCO curriculum is integrated into the academic program.</p> <p>An intervention program is developed that helps each individual student matriculate through the school program, and receives support to be able to successful graduate and transition to a college and career Community:</p> <p>An intervention program is developed that helps each individual student matriculate through the school program, and receives support to be able to successful graduate and transition to a college and career Community:</p>

	<p>In PD/ Workshops:</p> <ul style="list-style-type: none"> Contract with someone with professional experience in the design of systems of support for students of need to train the team <p>In Retreats: Based on our PD, design systems to ensure that we proactively:</p> <ul style="list-style-type: none"> Support each and every student in the attainment of his/her academic / social emotional / career goals Check in with every student on a regular basis aligned with grading periods or the assessment calend Have a system to regularly engage families in the education of their students <p>In Regular Common Planning Time:</p> <ul style="list-style-type: none"> Commit regularly scheduled time in our meetings to focus on students of concern analysis, action steps, and follow up Practice using the systems we have designed Refine our approach using a cycle of inquiry 	<p>Assures that each student is known well: their individual skills, strengths, challenges, interests, and aspirations Through established structures and Identifies and monitors student academic, personal, and social-emotional needs</p> <p>Provides culturally responsive and timely intervention and acceleration strategies to support each student's success</p> <ul style="list-style-type: none"> Engages families and leverages community, school, and district services to address students' academic, personal, and social- emotional needs Coordinates with families, community partners, and school/district service providers to identify and access culturally responsive strategies to address individual student needs, goals, and aspirations <p>Regularly reviews data to ensure that intervention and acceleration strategies are positively affecting students' success</p>



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Measure N Application
Planning Grant 2015-16
Multiple Pathway

School:	Skyline	Principal	Vinh Trinh
Pathway Industry Areas:	Computer Academy Education Academy Green Academy Visual and Performing Arts Academy (planning stages)	Principal Phone:	510-482-7109 415-939-2933
School Address	12250 Skyline Blvd. Oakland, CA 94619	Principal Email:	vinh.trinh@ousd.k12.ca.us
School Phone	510-482-7109	School Fax:	510-482-7296
2015-16 Enrollment (9-12)	1804	Anticipated Grant* (\$200) x enrollment.	\$360,800

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
986 (52.8%)	881(47.2%)	1482 (79.4%)	244 (13.1%)	197 (10.6%)	318 (17.0%)	1836 (98.3%)

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
631 (33.8%)	10 (0.5%)	287 (15.4%)	731 (39.2%)	27 (1.4%)	28 (1.5%)	121 (6.5%)	32 (1.7%)

Planning Team Members and Role (<i>Who is completing the Planning Grant Application?</i>)	
Name	Role
Vinh Trinh	Principal
Anya Gurholt	College & Career Pathway Coach
Tyson Nichols	Green Academy Co-Director
Dale Fiess	Green Academy Co-Director
Rebecca Huang	Education Academy Co-Director
James Barbuto	Education Academy Co-Director
Mark Frey	Computer Academy Director
Kenneth Williams	Music Director
Awele Makeba	Drama Director
Lauren Litwin	Computer Graphics Teacher
Jamie Treacy	Art Teacher
Christopher Bloomfield	Special Education Teacher

School Vision:

Mission

The Mission of Skyline High School is to provide all students with a supportive environment and rigorous curriculum through which they develop their academic skills, creative talents, and civic values.

Vision

Our Vision for Skyline is that:

- All members of the Skyline community will work cooperatively, and communicate respectfully in a peaceful, safe and clean environment
- All Skyline students will strive to achieve high expectations, meet solid academic standards, and have equal access to an enriching curriculum that will enable them to reach their highest potential.
- All Skyline students will graduate with transferable skills in academic, vocational, and social development for college, quality jobs, or career education.

Expected Schoolwide Learning Results

By graduation Skyline students will:

- Become critical and creative thinkers who gather, interpret, analyze, and synthesize information, recognize significant concepts, and use logical and sound decision making processes to solve problems.
- Be effective communicators who can leverage technology to find and to convey information.
- Be responsible, mature, self-advocating young adults who have solid organizational and study skills
- Be able to work in teams and to value diversity.
- Embrace a healthy and fit lifestyle.
- Find joy in learning.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

PBIS and RJ: Positive Behavioral Intervention Strategies and Restorative Justice are two practices that we will incorporate into our daily work to support, recognize and celebrate our students. These are two practices that we will continue to improve and implement to in order to improve our school’s climate and culture and to set common student behavioral expectations

Skyline’s Core Values: Excellence, Integrity and Respect were developed this year by our PBIS committee. We will continue to explicitly teach and model these behaviors going forward to improve the school’s climate and culture. These are behaviors that will be exhibited and practiced by all students and adults on campus.

Atlas Ninth Grade Houses: Advisory Mini-Socratic Seminar is one common strategy that has been adopted by our 9th grade houses to engage our students in academic discourse.

Use of Cycle of Inquiry: This year, we began to formalize the use of the cycle of inquiry to review our data with a common template. We looked at the data to inform us of how our students are doing after each marking periods, especially with Ds and Fs. In addition, we are also looking at the following data using the cycle of inquiry and coming up with next steps to support our students: district assessments, common assessments, Ds and Fs, attendance, discipline, SRI, and CELDT test scores. (RJ/PBIS data review) Next year, our goal is to have identified our Data Teacher Leader to provide staff PD and support at using OUSD1.

Common Collaboration: Daily collaboration has been built into our master schedule for teachers to meet daily with their collaboration group to look at lesson planning, data and targeted students for additional support and acceleration. All academies share a common collaboration period for planning.

School Based Industries: Currently, as a part of work based learning, we have a student run store and student run bank that are a part of our student leadership program. We have two teachers who work with our student leadership classes to support and guide them in running the student store and student bank.

Linked Learning and 3 California Partnership Academies: Three academies are CPA funded at Skyline: Computer, Education and Green. In 2012, the Education academy was certified. This year, we are in the process of getting our computer academy certified. Our goal is to have our green academy certified next year. 48% of our students are enrolled in one of the academies. Our goal is to achieve 80% participation by adding a cohort to each academy. In addition, we are also in the process of developing a new academy, the Visual and Performing Arts, with the goal of rolling it out in 2016-2017.

School and Pathway Assessment: Please place a score in each box.

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>3,3,3(3)</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3,3,3 (3)</i>
<i>Leadership Configuration</i>	<i>3,3,3 (3)</i>	<i>Collaborative Learning</i>	<i>3,2,3 (2.6)</i>
<i>Distributed Leadership</i>	<i>3,3,2 (2.6)</i>	<i>Teacher Shared Best Practice</i>	<i>3,3,2 (2.3)</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>3,3,3 (3)</i>
<i>Open Access & Equitable Opp.</i>	<i>3,3,3 (3)</i>	<i>Teacher Professional Learning</i>	<i>3,3,3 (3)</i>
<i>Diverse Student Representation</i>	<i>2,3,2 (2.3)</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>2,3,3 (2.6)</i>	<i>Support of Student Needs</i>	<i>2,3,3 (2.6)</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>3,3,3 (3)</i>
<i>Pathway Theme</i>	<i>3,4,3 (3.3)</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>3,2,3 (2.6)</i>	<i>Types of Student Experiences</i>	<i>3,2,3 (2.6)</i>
<i>Cohort Scheduling</i>	<i>2,3,3 (2.6)</i>	<i>WBL Pathway Outcomes</i>	<i>3,3,3 (3)</i>
		<i>WBL Pathway Evaluation</i>	<i>3,3,2 (2.6)</i>

Budget Justification and Narrative (School Wide Budget Narrative)

-use language from rubric

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You MUST describe the current programmatic narrative for EACH section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like to add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

The pathway includes a vision and mission that provide a clear, concise, compelling picture of what the pathway aims to achieve, describes its fundamental reason for being, includes rigorous standards for pupil performance, describes priorities that are meaningful, measureable, and attainable. The mission and vision is clearly integrated into most aspects of the pathway.

Pathway development and management are shared by the majority of the pathway team with some teachers taking lead on various aspects of pathway collaboration, for example; student support, recruitment and industry outreach. The majority of teachers identify themselves as pathway teachers who teach a specific content

Pathway staff, school and district leaders, and partners: Collaborate to develop strategies to ensure that necessary conditions are in place for successful program implementation.

Reflections:

Currently, each academy has its own vision. Each vision does support the work of its respective academy and also support the vision and mission of the entire school. Our academy directors and administration have been supported by a linked learning coach as we move forward in our planning to improve and expand our existing academies. We are also in the planning stages of developing a new academy, Visual and Performing Arts, that we plan on rolling out in 2016-2017, beginning with a cohort in the 10th grade. Equity and access to the academies are very important to us. Currently, there is an imbalance and the demographics of each academy does not match our school wide demographics. This year, we did a better job in our selection of the students to enroll in our academies. We will continue this work next year and years to come to make sure that there is equitable access and outcome for our students and families.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>N/A</p> <p>Extended Contracts over the summer to prepare lessons Extended contracts @ \$23 per hour per teacher</p> <p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs 10 @ 150/day (10 subs X \$150/day X 2 days = \$3000)</p>	<ol style="list-style-type: none"> 1. Review our school wide vision and mission and make sure our respective academy's vision support our school wide vision and mission. 2. Produce lesson plans and activities for RJ and PBIS that all teachers in all classrooms will use to explicitly teach behavioral expectations from all adults and students. 3. Review data of current students in all academies and look at our selection process to ensure that students who are chosen to be in an academy are representative of our student population. 4. Create PD for RJ and PBIS to make sure that the practices support our vision and mission. 5. Collaborate with other school sites' academy directors and principals to share our practices and provide and get feedback on next steps 	<p>Develop common vision and mission for all academies</p> <p>Core values and practices of RJ and PBIS will be incorporated into all academies for common practices throughout our campus</p> <p>Recruitment of students and selection of students into the academies that are representative of the general student population</p> <p>Collaboration with other high schools' academy directors and principals</p>
<p>~\$5,000-7,500 per team retreat</p>	<p>Away Planning Retreats (2-3 days)</p> <ul style="list-style-type: none"> ● One for each pathway (x4 Pathway) ● One retreat for admin, ILT, plus Academy Director, admin team & coach <p>[NOTE: Headlands is \$97 per person for an overnight retreat on a weekend and includes three meals, one meeting room for every one night stay, one room set-up, overnight lodging, and pitchers of ice water. Asilomar approximately would cost 2200 per day for 8</p>	<p>Build a functioning and cohesive instructional leadership team that will include department chairs, teacher leaders, academy directors and administration.</p>

	people].	
\$20,000	Trinity Group - marketing and publicity of Skyline Linked Learning Pathways	<p>Improve our outreach and to inform middle schools, incoming new students and incoming 9th graders about each academy and what we have to offer to our students so that they can make informed decisions about selecting an academy</p> <p>Academies will give each 9th grade Atlas Houses opportunities to do small project so that they have an idea if the academy is the right academy for them based on their interest</p>
\$40,000	<p>1.0 FTE for all four supporting Academies (classified)</p> <ul style="list-style-type: none"> ● Work-based learning opportunities for students ● Technical assistance w/ Academy logistics (field trips, etc) ● Industry outreach ● Master Calendar for Academy events & field trips (to avoid conflicts, or build on other Academies) ● Keeping track of students' post-high placement 	Create a position for a hire to support the logistical work for all academies and day to day operations
\$20,000	0.2 FTE to manage the fiscal operations of the Measure N funds	Create a position for hire to support with the fiscal operations of Measure N funds

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

The majority of pathway teaching and learning time involves: Approaching + Reflects the processes and products of industry professionals Involves critical thinking and creativity and requires students to make connections across the curriculum Involves the design and public defense of high-quality products or services

Most pathway teachers: Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups Provide specific skill instruction in collaborative learning Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution

Reflections:

One of our challenges has been to improve instruction in all classrooms to increase student achievement. Based on our extended site visits and instructional rounds feedback, there have been improvements in our classroom practices in which students are more engaged in dialogue and class work. There are “pockets” of high quality instruction happening. Our goal is to expand the “pocket” and continue to provide PD for staff to improve instruction.

In addition to extended site visits and instructional rounds feedback, WASC Committee and Visiting Committee’s recommendations were for Skyline to continue with our work in providing more smaller learning communities (Atlas Houses and Academies) so that there are more support for our students as they work with cohorts of students that they will get to know. Furthermore, the other recommendations are for Skyline to continue to provide teachers with collaboration time for planning, grading, lesson planning, reviewing data (such as benchmark exams) and sharing strategies that work.

Our WASC visit in 2010 and our VC report also identified that there is a “persistent number of students with one or more grades of D/F or who are scoring below basic or far below basic which indicates the need for more differentiated instruction and ongoing focus on professional development.”

This past year, our ILT team developed PDs on strategies for effective academic discussion, such as the mini-socratic seminars and close reading strategies and the use of blackboard configurations in all classrooms as a common practice. Furthermore, we developed lesson plans and PDs to teach our teachers on writing effective lesson plans with measureable outcome for each lesson’s objectives.

We have also begun to implement our PBIS strategies to reduce the time students are out of class and to maximize seat time. Based on extended site visits and instructional rounds feedback, there are less students out of class and students are getting to class with “a sense of urgency.”

Budget	2015-16 Planned Activity	Anticipated Outcome
N/A-Collaboration time	Time and opportunities for academy directors and teachers to plan and map out project based learning assignments and use of blended learning to increase student engagement.	Increased project based learning and use of blended learning in classrooms Structure and opportunities for teachers to observe each other and opportunities to debrief to improve our practice

N/A-Collaboration time	Time and opportunities for ILT team and academy directors to collaborate to design PD and lesson plans and activities to improve student engagement and learning outcome	<p>PD for teachers to use academic discourse and engage students in class</p> <p>Students will be in class to maximize seat time</p> <p>Use of Cycle of Inquiry for data analysis to check on the progress of our students' learning by looking at Ds and Fs, SRI test scores, SMI test scores and assessments</p>
Paid hours for teachers to visit school sites with AVID	Send all ELA teacher to the CSU <u>Expository Reading and Writing Course (ERWC)</u> Training Plan on implementing some 12th grade ERWC courses in 2016-2017 for seniors who did not pass the ELA EAP portion of the SBAC.	<p>Seniors who pass the ERWC course with a C or better are waived from taking remedial courses at the CSUs, and this will allow many of them easier access to college.</p> <p>This course is beneficial to all ELA teachers because there are also modules for grades 9-11, which are made with the intention of preparing the students for the EAP.</p>
Budget for Subs 10 @ 150/day (10 subs X \$150/day X 2 days = \$3000)	<p>Paid time or release days to visit AVID schools. Perhaps if AVID isn't our answer we can research schools that have a built-in study hall with tutoring available.</p> <p>Send a representative group of teachers for training to confirm the plan and value of adding AVID as a school-wide college and career readiness strategy.</p>	<p>This has had good results at other sites. We will be able to decide if this is something that we can implement in the academies at Skyline or consider AVID as a pathway for students who are not in pure academies.</p> <p>Visit other school sites where AVID has been shown to work in increasing student learning outcomes: increased graduation rate, lower Ds and Fs in their classes, increased attendance, and increased student engagement in class and in school</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric
<p>Has been selected based on criteria in Developing and Approaching Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards Appeals to a broad diversity of students, regardless of their postsecondary aspirations</p> <p>Integrates some technical and academic coursework across subject areas at each grade level is aligned to grade- level academic and CTE standards</p>

Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects May allow pathway teacher teams to have common preparation time and supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects

Reflections:

Currently, we have limited cross curricular planning between our CTE courses and our core academic courses. This year, we had two project based learning in which there was collaboration between different departments and our academy classes. Our goal next year is to increase the number of cross curricular projects by providing more structure on how collaboration times are used. As you read our proposal, please make a note that each academy has ideas for our planning time to create a curriculum that will involve cross curricular planning and multidisciplinary projects.

Our 7 period day has allowed us to build into our teachers' schedules daily collaboration. A majority of our teachers teach 5 periods per day with a prep period. The 7th period is reserved for collaboration with their respective department members or do cross curricular planning. When we build our master schedule, most of our teachers are cohorted with their respective academy for collaboration. However, we are unable to provide all academy teachers a collaboration period with their academies due to conflicts and imbalance of sections per period.

Our academy collaborations are weekly in which 2-3 days are for academy planning and the remaining days are for planning with departments, which may be cross curricular. As per WASC recommendations and the Visiting Committee's recommendations, our collaboration needs more direction and structure to look at data and lesson plan.

Budget	2015-16 Planned Activity	Anticipated Outcome
N/A-Collaboration time	Develop a system, strategies, system of accountability and expectations on how teachers can use their collaboration time more effectively to do cross curricular planning and activities	Increased Project Based Learning Activities and opportunities (SLC) for off track students Opportunities for teachers to do cross curricular planning and activities
\$10,000 for Consultant Contract	Brainstorm with CASN on improving our master scheduling to make sure that collaboration periods are built in	CASN Master Scheduling Support to look at how we can begin to manipulate the expansion of our academies

4. Work-based Learning

Current Programmatic Narrative Based on Rubric
Provides many students with personalized WBL experiences that may span the continuum from career awareness, career exploration, career practicum, and career preparation Has a plan of sequenced WBL experiences Has WBL opportunities at each of the pathway's grade levels for all students

Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes

Has designed evaluation strategies, in collaboration with business and industry partners, to assess the effectiveness of WBL experiences Is developing a plan to evaluate the impact of WBL experiences

Reflections:

We have had limited success in term of placing our students with companies, industry partners and outside agencies for work based learning to develop technical skills. We would like to work with LLO and a CTE specialist who can connect us with our industry partners to provide internships for our students for work based learning. We have also written into our proposal the need for a coordinator to support in making connections and creating partnerships with businesses.

Budget	2015-16 Planned Activity	Anticipated Outcome
\$40,000	Collaborate with LLO and CTE specialist to connect us with industry partners Identify a CTE specialist and/or create a position	Increased work experience and summer internships Increased collaboration and support from LLO to connect school with industry partners

5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric

The pathway team: Assumes collective responsibility for getting to know all pathway students Collaborates to identify student academic, personal, and socioemotional needs Provides some targeted, culturally responsive interventions to support the academic, personal, and socialemotional needs of most students Communicates with families regarding the interventions provided to students

Collaborates with counselors, Post-Secondary Team and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options

Reflections:

Our vision and mission is to provide individualized support to our students to make sure they are college, career and community ready by the time they graduate from Skyline High School. We recognize that there is still an achievement gap and disproportionate number of African American students and Latino students who are suspended or referred to the office for disciplinary reasons.

Our goal is to improve our school climate and culture by setting common expectations for student and adult behavior which are aligned to our PBIS and RJ practices. In addition, we recognize that the work to improve our school climate and culture will take a culture shift in which all adults must be involved in the process and all students are held to high expectations with appropriate support systems that are not punitive but positive with positive incentives to match.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>.2 FTE or equivalent to \$20,000</p>	<p>Research methods to Improve access to after school support services including but not limited to tutoring</p> <p>Develop process to determine the right support program or services to refer our students</p> <p>Effectiveness of the program will be evaluated according to participation numbers, service staff evaluations and student participant surveys.</p>	<p>By Spring 2016 a pilot project will be launched based on feedback from students and parents as to their needs of services, logistics and time of day. The project will aim to either provide transportation from campus after school or establish locations off site where tutoring can be offered. The project will be evaluated and hopefully be implemented full time for the 2016-2017</p> <p>Identify sources of transportation system for our students for services after school off campus where we are going to our families versus them coming to us</p> <p>Partner up with outside agencies such as churches, charter schools and OUSD schools in our students' neighborhoods where we can hold tutoring and after school services for students who cannot stay after school due to lack of transportation</p>
<p>N/A-Collaboration Time</p> <p>Budget for Subs 10 @ 150/day (10 subs X</p>	<p>PD and training for teachers on how we incorporate RJ and PBIS practices into all classrooms school-wide</p> <p>Visit schools and other school districts in which RJ and PBIS practices have demonstrated success in improving the school climate and culture and implementing those practices at our school</p>	<p>Provide students with wrap around services. All services and service providers will be available and all students, families, staff and faculty will have access to service providers</p> <p>Build into our master schedule for the CTE teachers to collaborate</p>

<p>\$150/day X 2 days = \$3000)</p>		<p>CASN support with master scheduling to improve and increase collaboration time for our faculty</p> <p>All academies come together to do family outreach in the families' neighborhoods</p>
<p>\$60,000</p>	<p>Post-Secondary Coordinator</p>	<p>Work with counselors, directors, all post-secondary resources on campus and off to coordinate services to all students on campus. Create a plan from 9th-12th grade to support post-secondary exploration and success.</p>

Pathway: Green Academy-complete one for each academy

Pathway Title:	Green Academy	Pathway Teacher Leads:	Dale Fiess, Tyson Nichols
Industry Areas:	Energy and Utilities	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	dale.fiess@skylinehs.org tyson.nichols@skylinehs.org	Pathway Lead Phone:	415-613-7822 (Fiess)
Pathway 2015-16 Enrollment (9-12)	296	Anticipated Grant* (\$200) x enrollment.	59,200

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
50.3%	49.7%		14.7%	4.2%	16.2%	100%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
19.6%		27%	41.2%		4%	8.8%	

Pathway Vision:

Our vision is to prepare students to meet the criteria of the Oakland graduate profile and our pathway student outcomes of competency in the Career Technical Education aspect of our Green Energy Pathway. In providing this preparation students will gain skills in Communication, Critical Thinking, Creativity and Collaboration as well as industry specific knowledge related to the field of Green Energy. Green Academy students will graduate from Skyline with a clear plan for further pursuits in the college or career path of their informed choice.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a

school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

We are a science based academy.

We have a strong work based learning component to our academy with industry professionals coming to our classrooms, a strong Internship program and a 10th and 11th grade College and Career Options curriculum.

We have a rigorous senior project and are implementing backwards design of teaching and assessing performance tasks in 9th, 10th and 11th grade to prepare them for that project.

We are in the process of formalizing articulation and dual enrollment agreements with Laney College.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway Team Members and Role (Who is completing the Planning Grant Application?)</i>	
<i>Name</i>	<i>Role</i>
Dale Fiess	Green Academy Co-Director
Tyson Nichols	Green Academy Co-Director

(can use data from optic to complete this)

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>3</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>3</i>	<i>Collaborative Learning</i>	<i>3</i>
<i>Distributed Leadership</i>	<i>3</i>	<i>Teacher Shared Best Practice</i>	<i>3</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>3</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>3</i>
<i>Divers Student Representation</i>	<i>2</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>2</i>	<i>Support of Student Needs</i>	<i>2-3</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>3</i>
<i>Pathway Theme</i>	<i>3</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>3</i>	<i>Types of Student Experiences</i>	<i>3</i>
<i>Cohort Scheduling</i>	<i>2</i>	<i>WBL Pathway Outcomes</i>	<i>3</i>
		<i>WBL Pathway Evaluation</i>	<i>3</i>

Budget Justification and Narrative (Complete one budget narrative for all academies; self assessment by individual academies)

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for EACH section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Mission and Vision Assessment (3): The industry-based pathway theme:

- Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district
- Has been selected by a team that includes students, teachers, industry partners, and district support personnel
- Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards
- Appeals to a broad diversity of students, regardless of their postsecondary aspirations

Reflection: Junior CTE course reviewed and developed by post-secondary and industry partners, same with senior CTE course. The pathway theme did not have much input from students, except that the beginning when we surveyed them to see if they would be interested in this kind of pathway (academy) at the school. Since this academy is only 4 years old, we have not needed to take an assessment of changing industry/course offerings. It is recognized that this may be necessary in 2-5 years.

Leadership Organization Assessment (3): An established advisory board is a diverse, formalized body that

- Has a leadership structure responsible for managing the advisory board
- Includes representatives from business and industry, postsecondary education, after-school programs, the student body, pathway leads, and school/district administration
- Meets regularly to:
 - Operationalize WBL and other activities in support of the pathway theme
 - Participate in all aspects of the continuous improvement process
 - Provide input on policies and develop human and financial resources

Pathway partners:

- Assume responsibility for actively and routinely supporting teachers and students to meet pathway student learning outcomes by collaborating with pathway teachers to:
 - Inform learning with industry developments, trends, and practices
 - Assist with curriculum project selection, design, implementation
 - Provide the majority of students with authentic WBL experiences

Reflection: The Academy could do more in a distribution of leadership among the advisory board participants and provide a structure in which board members could take on responsibilities with minimal teacher support.

EarthTeam is an integral part of curriculum development and implementation in the 10th and 12th grade CTE courses. ECT, Laney College and Industry architects are an integral part of the 11th grade CTE course. LIMPETS and EarthTeam are a part of the 9th grade CTE course. Y-PLAN and the Association of Bay Area Governments and the Oakland City Government are working with the 10th and 12th grade CTE courses. Other industry partners collaborate on career exploration visits and college visits. We need to keep developing partnerships to take interns and develop them.

Distributed Leadership Assessment (3): Pathway staff, school and district leaders, and partners:

- Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation

Reflection: Industry partners are providing opportunity for our students. District is putting pressure on school to provide collaboration and cohort. The school is working closely with Academy directors to ensure the next school year is setting up the academy for a successful program. But there are still issues of teacher collaboration and cohorts for the academy. There needs to be a more cohesive distribution of information between LLO, school leadership and pathway leadership.

Open Access and Equitable Opportunities Assessment (3): The pathway:

- Has admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/history
- Has admission processes and practices designed to that students and their families can select the pathway based on informed choice and student interest
- Uses diversity as a core principle underlying recruitment efforts with middle school students
- Does not track students once they're enrolled within the pathway and does not have academic achievement requirements to continue within the pathway

Reflection: Recruitment practices occur in several ways. At the school site, an information fair is provided to prospective students via class assemblies and classroom presentations during our course selection process. Upperclassmen Academy students offer to speak to the freshmen about their experiences at a booth-style atmosphere. At this recruitment fair, any and all students are provided the opportunity to learn more about academy classes and structure.

Diverse Student Representation Assessment (2): The pathway's admission processes and practices:

- Are yielding some early evidence of progress toward greater diversity with respect to student demographics and achievement distribution.

Reflection: The data show that In the last 2 years we have done a better job with the freshman/sophomore recruitment thanks to balancing efforts at the sophomore year. Using students to represent projects and academy functions at the school ensures prospective students see a diverse body of students within the

academy. Furthermore, data indicates that students enrolled in the Green Academy are more likely to pass the CAHSEE compared to any other academy at the school and students not in an academy. The Academy also has the highest number of students at proficient and advanced in Math and English than any other academy or students not in an academy at the school. However, like the rest of the school, the Academy still has a noticeable achievement gap between student demographics and academy preparedness with no gains at all in closing them.

Budget	2015-16 Planning Activities	Anticipated Outcome
Contract Salary \$2,500	A contractor will reach out to Bay Area industry to recruit more industry specific board members. The contractor will determine the level of commitment and capability of board members to take a more active role in working with the academy and facilitate work between board members and co-directors. Tracy Ostrom is a possible candidate for this contract.	We anticipate developing a board that has more industry specific knowledge than we currently have so that we can align our purchasing and our long term curriculum development closer to industry standards.
Extended contracts @ \$23/ per hour per teacher attending and \$30/ per hour per teacher planning the retreats Budget for Subs Cost of facility & meals	Fall (Annual) Retreats: <ul style="list-style-type: none"> ● Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Revisit Program of Study for enhancing alignment with the above. ● Involve industry partners in the process. Retreats & Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. Regularly Scheduled Pathway Leads & Site Admin Team Meetings: <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in 	The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway. Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations. Pathway staff, school and district leaders, and partners: <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. ● Are accountable for ensuring

	<p>relation to other Pathways and the site.</p> <ul style="list-style-type: none"> ● Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>that necessary conditions are in place for successful program implementation</p> <ul style="list-style-type: none"> ● Are supported by district policies that ensure program effectiveness
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2. Pathway-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric

Rigorous, Relevant and Integrated Assessment (3): The majority of pathway teaching and learning time consistently involves:

- Student-centered, research-based instructional and learning strategies that align with the indicators listed below.
- Complex and extended standards-based, project- or problem-based learning that:
 - Integrates academic and technical content
 - Aligns with the pathway theme
 - Reflects the processes and products of industry professionals
 - Involves critical thinking and creativity and requires students to make connections across the curriculum
 - Involves the design and public defense of high-quality products or services

Reflection: At the 10th grade level, students are taught atmospheric data collecting protocols which require students to use weather instrumentation. Students are required to follow international GLOBE protocols throughout the environmental chemistry class.

At the 11th grade, students use a design program provided by our industry partners in the design of their green building. At the 12th grade level students learn how to use the equipment and industry specific techniques are taught to the students by the industry professionals to perform restoration and long-term monitoring programs.

The Academy has adopted the Envision program of senior defense for the graduating class of 2015. This senior defense program uses artifacts and portfolios stored on ConnectEd Studios. The Green Energy Academy is one of 5 pathway teams in the district piloting a criteria for the OUSD Senior Project graduation requirement and is looking at creating a senior project that extends across multiple grades and is fully integrated across core and CTE content.

Therefore, CTE and core academic teachers are (and have been) planning, preparing and implementing assignments and projects at the 10th/11th/12th grades levels that will engage in research-based instruction and learning strategies.

Collaborative Learning Assessment (2): Most pathway teachers:

- Ensure that all students have daily activities that require them to work in heterogeneous pairs or groups

- Provide specific skill instruction in collaborative learning
- Are beginning to document students' growth in and mastery of effective teaming skills, including project management, group roles and accountability, and conflict resolution

Reflection: Students do not engage in daily collaborative learning activities every day for every class. But at least once per day, students are working collaboratively both formally and informally. Through these activities students can self-select or may be teamed purposely based on a contributing skill they have as deemed by the teacher. Through these opportunities, students are provided an opportunity to reflect about their role in their group and/or the roles of others. Students learn about collaboration skills by having specific roles. Leadership roles, academic engagement and performance skills also rotate within groups. This is especially evident in science labs.

We need to do a better job of specifically integrating, and explicitly teaching collaborative learning in all classes and throughout the year. As it is, this is in some classes some parts of the year.

Teacher Shared Best Practice Assessment: There is ongoing professional development for pathway teachers that:

- Provides options for learning about research-based instructional strategies
- Engages teachers in developing standards-based units and projects
- Introduces teachers to authentic assessment strategies
- Provides introductory dialogue with industry partners to learn more about the pathway theme

Reflection: Except for the beginning of the year, we need to use data to help drive instruction, other than GPA, test scores. When we look at this data, it is more for providing support services. Three teachers have gone on industry externships. Three teachers have participated in CTE-on line course writing. One teacher has participated on UCCI course writing. Most academy teachers have participated in CPA March conference. One teacher has presented on academy's WBL national NCAC conference. Teachers regular participate in districts pathway summer institutes. One teacher has participated in pathway solar panel workshop. One teacher has participated in numerous PG&E alternative energy workshops over 3 years. One clear area for improvement is improving instructional differentiation strategies for EL and SPED students and integrating these best practices into our community of practice.

Budget	2015-16 Planned Activity	Anticipated Outcome
Newsela Software Subscription 64 students at \$18 per student: \$1,152	Pilot for reading intervention in CTE classes 10th and 12th. (web based service for customizing reading level on current events.) <u>News ELA</u> is a possibility.	Students will be given the opportunity to access current events knowledge related to their green energy CTE classes with specific news articles modified directly according to their SRI score. This will allow students greater access to current events in courses that are founded around a rapidly changing industry. If the pilot is successful, this program will be expanded to social studies and English.

<p>Extended Contract Hours @\$21.16</p> <p>40 hours X 2 teachers (80 hrs)</p> <p>\$1,728</p>	<p>1 SDC teacher will work with 1 academy teacher to develop best practices for differentiating instruction to SDC students and other SPED. The focus will be on methods of communicating curriculum in advance for assistance in differentiation, determining the feasibility of SDC teacher in providing the differentiation and effective use of aids in the classroom.</p>	<p>The best practices developed through the targeted collaboration of 2 teachers can be shared in 2016-2017 with all academy teachers through academy collaboration time. These best practices will improve the quality of instruction our SPED students receive in our academy.</p>

3. Program of Study

Current Programmatic Narrative Based on Rubric
<p>Pathway Theme Assessment (3): The industry-based pathway theme:</p> <ul style="list-style-type: none"> ■ Has been selected based on criteria in Developing and Approaching ■ Has been vetted through a review by industry and postsecondary partners, school staff, and students so that it is aligned to current industry standards ■ Appeals to a broad diversity of students, regardless of their postsecondary aspirations <p><u>Reflection:</u> Junior CTE course reviewed and developed by post-secondary and industry partners, same with senior CTE course. The pathway theme did not have much input from students, except that the beginning when we surveyed them to see if they would be interested in this kind of pathway (academy) at the school. Since this academy is only 4 years old, we have not needed to take an assessment of changing industry/course offerings. It is recognized that this may be necessary in 2-5 years.</p> <p>Integrated Core Assessment (3): The pathway has established a coherent 3- to 4-year program of study that:</p> <ul style="list-style-type: none"> ■ Integrates the majority of academic and technical coursework in all grade levels ■ Is aligned to grade-level academic and CTE standards ■ Provides all students, regardless of prior academic achievement, with the opportunity to meet a full range of postsecondary eligibility requirements ■ Provides students with yearly WBL experiences <p><u>Reflection:</u> We have CTE courses 9-12 that integrate academics; but not all academic classes integrate the CTE courses at that grade level. Also, the WBL opportunities that are offered students at each grade level do not reflect a comprehensive sequence - as shown in the WBL description on ConnectEd Studio toolbox. It is understood that perhaps the current school structure at Skyline may never allow the academy to achieve that structure.</p> <p>Cohort Scheduling Assessment (2): The Master Schedule:</p> <ul style="list-style-type: none"> ■ Allows some, but not all, pathway students to participate as a cohort in multidisciplinary projects ■ May allow Pathway teacher teams to have common preparation time ■ Supports some flexible use of class time and instructional methodologies that promote multidisciplinary projects <p><u>Reflection:</u> We have 4 cohorted classes for 9th grade, 3 for 10th grade, only the CTE class for 11th grade and CTE and Gov/Econ for 12th. Much of this is due to student's selecting AP courses which we have been unable to create pure AP classes outside of CTE. All teachers have a common prep period for collaboration,</p>

but for 11th especially and 12th to some degree there is no one to collaborate with for grade level curricular alignment and shared student support.

Budget	2015-16 Planned Activity	Anticipated Outcome
Contract Salary \$10,000	Contract individuals from CASN to develop several mock master schedules to determine the following: optimal academy size to secure pure cohorts, ability of a modified block schedule to accommodate pure cohorts, and how best to incorporate student interest in a wall to wall academy model (shifting numbers every year). This is intended to be whole school master scheduling.	We will have a solid plan for improving students access to pure cohorts in CTE, English and Social Studies in 10th, 11th and 12th for the 2016-2017 school year.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Outcomes Self Assessment (3): The pathway:</p> <ul style="list-style-type: none"> ■ Is implementing a WBL plan for all students across grade levels that integrates with academic and technical coursework in ways that support interdisciplinary experiences and learning outcomes ■ Ensures that all WBL experiences support student progress toward attaining the identified student learning outcomes <p><u>Reflection:</u> Our WBL is not personalized such that each student has a different experience from one another, other than what they do with the experience provided them. Students have choice in career exploration visits their sophomore and junior years. Students also have choice in the capstone WBL through their internship between their junior/senior and senior only years. We really don't look to see if WBL is achieving pathway student learning outcomes with the exception of students that have participated in summer internship program. Our new senior project is intended to begin assessing the WBL skills of our academy students but in this pilot year it still remained largely academic and content based rather than skills based.</p> <p>Evaluation Assessment (3): The pathway:</p> <ul style="list-style-type: none"> ■ Uses assessment criteria to measure the effectiveness of the pathway's WBL plan, including identification of needed improvements to the program ■ Evaluates the WBL experiences at least twice a year <p><u>Reflection:</u> WBL assessment is done in their CTE 10th and 11th grade courses through the Exploring College and Career Options program. The internships do assess content and pathway outcomes in collaboration with industry. Internships are turning out to be the most powerful way of turning the skills we teach students in our classrooms into practices that the students will take with them as they leave. We need to do a much better job of preparing all students to be ready for an internship opportunity and place them in meaningful internships related to our pathway. In addition to providing our students with WBL opportunities, we need to involve the families and parents so that they are also aware of the opportunities.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome

None	Begin to train students specifically and explicitly for their possible 11th grade internship as part of the ECCO curriculum in the 10th grade CTE course.	Students will have clear access to information that can better help them prepare for a successful internship. The advanced preparation will give them the opportunity to make better choices that will support their development in our classrooms.
.2 FTE	<p>Senior Project Advisor: This CTE teacher will meet with all seniors individually on a regular basis to guide them in completing their senior project. Additionally, this teacher will be the lead teacher/coordinator of the senior project, working with the rest of the academy teachers to ensure continuity in the performance expectations as they are taught in the 9th through 12th grades.</p> <p>Anna Gomberg is the suggested candidate for this position due to her daily interaction with all Senior Green students in CTE class.</p>	<ul style="list-style-type: none"> ● Students will have clear guidelines about what is expected of them for the senior project. ● Instruction will be individualized for each student. ● Teacher will all be on the same page about how to evaluate students.

5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric
<p>Support For Student Needs Assessment (2): The pathway team:</p> <ul style="list-style-type: none"> ■ Assumes collective responsibility for getting to know all pathway students ■ Collaborates to identify student academic, personal, and socio-emotional needs ■ Provides some targeted, culturally responsive interventions to support the academic, personal, and social-emotional needs of most students ■ Communicates with families regarding the interventions provided to students <p><u>Reflection:</u> Getting to know the students is a long-term process and teacher establish relationship with students as sophomores. The ATLAS team addresses students aggressively. There is a lack of services to students their junior year, but is contrasted in other aspects with our ECCO and internship work (below). We have a collaboration period for our academy, but there hasn't be a concrete structure for breaking into grade level teams. All of us have been monitoring students' progress individually, but we need support to develop a plan to keep track of students in our grade level teams.</p> <p>College and Career Plan Assessment: The pathway team:</p> <ul style="list-style-type: none"> ■ Collaborates with counselors and families to support all pathway students in identifying career goals and aspirations and in creating an individualized 6- to 10-year college and career plan to reach those goals

- Provides tools, processes, and activities that empower students to make informed decisions, execute and annually monitor their college and career plans, and successfully navigate the transition to postsecondary options

Reflection: The academy provides students with college exposure and visits. The school provides college advisement opportunities through the youth center, grants and the administration. Admin comes in twice a year to advise students. They hold class meetings 4 times a year that advises students as a whole. Academy lead teacher review transcripts and graduation status. We typically do not include families in our review with students. Students do not graduate with a clear plan for after school that is assessed by any teacher. Students complete all components of the ECCO curriculum, including college visits, career exploration visits, and internships.

Budget	2015-16 Planned Activity	Anticipated Outcome
Extended Hours	Pilot Home Visits: One teacher will conduct home visits to five 10th grade academy students per marking period. They will have with them: <ul style="list-style-type: none"> ● Attendance Records ● Transcripts ● Grades ● Teacher Comments ● Student Reflection 	At the end of the year students and parents of the 10th grade students will be surveyed on their level of connection and commitment to the Skyline High and the Green Academy. It is anticipated that results will show a greater investment from parents/students who received home visits. If feedback and student performance warrants, the pilot will be expanded for the 2016-2017 school year to all 10th grade students.
10 hours x 2 = 20 hrs \$460	Time to create survey regarding students' and families' connection and commitment to our program and quality of support they are receiving.	

Pathway: Computer Academy

Pathway Title:	Computer Science and Technology Academy	Pathway Teacher Leads:	Mark Frey
Industry Areas:	IT, Arts, Media, and Entertainment	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	mark.frey@skylinehs.org	Pathway Lead Phone:	510 917 4955
Pathway 2015-16 Enrollment (9-12)	195	Anticipated Grant* (\$200) x enrollment.	\$39,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
65%	34%	76%	16.5%	9%	20%	98%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
24%	0.5%	16.5%	46%	3%	1%	7%	2%

Pathway Vision:

Our vision is to help students become responsible adults who can use technology to improve both their lives and the lives of others. We combine career training with college preparation. There is an emphasis on academic rigor, math and science content, cross curricular activities, and writing for a larger audience as a means to reinforce language arts skills.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

The Computer Science and Technology Academy (Computer Academy) is committed to helping every student become successful. To this end, we have defined learning goals that are meaningful and relevant for student success in college and beyond. As a community of practice we meet regularly to review student performance and progress toward these goals and identify needed areas for adjustment or intervention. Our areas of focus for our community of practice include the following:

1.) Comp Academy Specific Learning Outcomes Our academy's specific learning outcomes include: * Every Academy student completing a professional portfolio of projects * Every Academy student being accepted to a college, university or postsecondary program. * Every Academy student completing a work-based learning experience, such as a summer internship. We regularly monitor the percentage of our students who have met these goals. Those who fail to complete them on schedule are targeted for personalized intervention, including one-on-one conversations, parent conferences, student success team (SST) meetings, and recruitment by outside partners for after-school or summer programs.

2.) Student Performance Data At the beginning of each marking period, we examine student grades from the previous marking period. Grades are cross-referenced between subjects and we identify students who are receiving Ds or Fs in at least two classes. These students are then organized into an intervention list, separated by grade level. We then break up into our grade-level groups and prioritize our interventions. Priority is given to those students who show certain "high-leverage" characteristics, such as consistent attendance, positive citizenship behaviors, interest in school leadership and other facets of student life, or higher academic performance in previous years. The presence of any or all of these factors makes it more likely that a student will respond positively to intervention, so we focus on helping these students first. We then discuss the best or most likely forms of intervention, communicate with the student's other teachers and parents, and schedule the intervention. Students are reevaluated in the next marking period to see if they need further assistance.

3.) Longitudinal Student Performance The performance of Computer Academy students is tracked over time (longitudinally). At the beginning of each school year we examine students' past Lexile reading scores, CST/STAR results, and class grades in mathematics and English. These results are compared to current-year test results and marking period grades as they become available. These longitudinal data are used in evaluating student progress and making decisions about intervention; for example, a student who has performed exceptionally well in the past and shows a sudden drop to average performance is more likely to need immediate intervention than a middle-performing student who has shown slow but steady growth over time.

4.) Post-Graduation Outcomes Up to this time we have maintained an informal network of contacts with Computer Academy graduates. Through email and social media we follow up with past students, keeping track of those who are going on to college and making note of which students experience success at the collegiate and post-collegiate levels. Our next step in this area is to develop an alumni website that will serve as the anchor for our post-graduate community and help us to stay in contact with them. We are also currently developing a system to track our graduates through partnership with Berkeley City College. 60% of OUSD graduates enroll in either BCC or one of the other schools in the Peralta community college system, so data-sharing with BCC has the potential to give us information on the post-graduation outcomes of many of our Computer Academy students.

5.) Year-to-Year Academy Progress To know where we are going as an academy, we must know where we have been. We have begun the process of organizing and archiving performance metrics so they can be tracked and examined over time. Among the data we currently track are basic student demographics, GPA, standardized test scores (CST, CAHSEE, Lexile), and graduation rates. We compare these data from year to

year in order to track how the composition of the Computer Academy is changing, and to see if there are positive correlations between desired outcomes (higher scores and graduation rates, more balanced demographics) and student participation in the Academy. One of our goals for this year is to add data on college acceptances to our year-to-year analysis. The school administration keeps a record of which students are accepted to 2- and 4-year colleges prior to graduation; we intend to cross-reference this list with our Computer Academy rosters so that we can see how well we are preparing our students for college admission.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway Team Members and Role (Who is completing the Planning Grant Application?)</i>	
<i>Name</i>	<i>Role</i>
Mark Frey	Director/Lead Teacher

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>3</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>3</i>	<i>Collaborative Learning</i>	<i>2</i>
<i>Distributed Leadership</i>	<i>3</i>	<i>Teacher Shared Best Practice</i>	<i>3</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>3</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>3</i>
<i>Divers Student Representation</i>	<i>3</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>3</i>	<i>Support of Student Needs</i>	<i>3</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>3</i>
<i>Pathway Theme</i>	<i>4</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>2</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>3</i>	<i>WBL Pathway Outcomes</i>	<i>3</i>
		<i>WBL Pathway Evaluation</i>	<i>3</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team’s plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from “Pathway Leadership and School Vision” & “Equity, Access and Achievement” Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

We have been working on increasing female enrollment in what has traditionally been a male dominated field. We also need to help all of our sub groups achieve higher levels of achievement. In general our program has always managed to reflect the ethnic and racial makeup of the school as a whole except in regards to a higher percentage of male interest in the program.

Budget	2015-16 Planning Activities	Anticipated Outcome
<p>Approximately \$10,000 for two full team retreats.</p> <p>Extended contracts for outside meeting time: (if we say 40 hours of meeting time)</p>	<p>Fall or Summer Retreats:</p> <ul style="list-style-type: none"> ● Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Revisit Program of Study for enhancing alignment with the above. ● Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. 	<ol style="list-style-type: none"> 1. Achieve close to 50% female enrollment. 2. Ensure all subgroups are adequately meeting benchmarks. 3. Involve site admin in weekly collaboration. 4. Develop retreats for all members.

<p>per team member x 8 team members = 320 hours x 23=\$7360</p>	<p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. ● Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	
<p>N/A</p>	<p>Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. ● We will continue to monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. ● We will work to develop policies and practices that integrate and strategically support specific subgroups (African American and Latino Males, Special Education Students, English Learners, Students with Interrupted Formal Education, and Foster Youth in all pathway development work. 	<p>Use of data in our selection of the students to ensure that students in academy are representative of student demographics</p>

2. *Pathway-Wide Rigorous and Challenging Academics for All Students*

<p>Current Programmatic Narrative Based on Rubric</p>		
<p>We need to improve all student’s abilities in the area of collaborative learning. We need to incorporate a way to include the “public defense” aspect of student’s in terms of capstone projects.</p>		
<p>Budget</p>	<p>2015-16 Planned Activity</p>	<p>Anticipated Outcome</p>

Release time and sub time. Extended contract time for planning. Approximately \$5,000	Visit Life Academy and other sites to observe best practices.	Create a public defense component for senior projects, perhaps even for the lower grades.
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3. Program of Study

Current Programmatic Narrative Based on Rubric		
Although we have implemented a great deal of integration between our CTE courses and Academics, there exists a large amount more work to do in this area. We need to increase our daily and weekly connections between our courses.		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA	<p>Visit other sites who have a large amount of successful integration between CTE and Academic coursework.</p> <p>We have established a partnership with the company SAP who will be providing one-on-one mentoring for all of our students. In addition, they will be facilitating our creation of a grades 9-14 partnership with Berkeley City College. We have received 400K from SAP to help implement this. The grant is split between Skyline High and Berkeley City College.</p>	<p>Increase the amount of integration between CTE and Academic coursework at all grade levels.</p> <p>Students will be enrolled in a K9-14 program with Berkeley City College with funding and mentoring provided by SAP.</p>

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
We have a successful work based learning program in place at all grade levels. However, there are still students who do not end up participating fully for a variety of reasons.		
Budget	2015-16 Planned Activity	Anticipated Outcome
NA	<p>Internships and the full implementation of all the WBL opportunities in the ECCO program. This work is already funded through our Linked Learning office.</p> <p>Research what other types of WBL experiences are available besides internships</p>	All students will have completed a greater amount of work-based learning before graduation.

5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric		
We have an extensive plan in place for providing support services, and yet we could and should be doing more. We need to research some options for increasing support.		
Budget	2015-16 Planned Activity	Anticipated Outcome
Funding for extra support services. \$16640.	Time to coordinate services with service providers, academic counselors and partners in LLO and community colleges	<ol style="list-style-type: none"> 1. To increase the involvement of families in our support strategies. 2. Each student should have a personalized support plan that includes college and career plans as well as academic success.

Pathway: Education Academy

Pathway Title:	Education & Community Health Academy	Pathway Teacher Leads:	Rebecca Huang
Industry Areas:	Education and Community Health	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	rebecca.huang@ousd.k12.ca.us	Pathway Lead Phone:	510.301.0991
Pathway 2015-16 Enrollment (9-12)	200	Anticipated Grant* (\$200) x enrollment.	40,000

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
42	126	80.4	12.5	?	13.1	99.4

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
33.9	0.0	13.1	41.1	0.0	1.8	7.7	?

Pathway Vision:

The Education & Community Health Academy at Skyline High School is a 3-year program that prepares students to grapple with some of the most pressing issues in education including educational rights, food justice, and gender studies. Students explore careers dedicated to improving the lives of young people: teachers, school psychologists, educational researchers and activists, administrators, coaches, social workers, health educators. A curricular focus throughout our program is health, with project-based learning on topics such as adolescent brain development, drug use and abuse, nutrition, and sex education.

We would like to create a second strand of courses in our Academy which focuses even more on community health. The new strand would share the 11th Grade CTE course Educational Psychology, and the projects and areas of study across the expanded Academy will all have deep and meaningful ties to the overall theme of building a healthy community by learning from and teaching each other. Students in this Community Health strand will explore careers such as nursing, medicine, kinesiology, health care management, public health law, and bioethics.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your “way” of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

The Education & Community Health Academy works towards building a family-like community of learners with a strong focus on cohort teambuilding and multiple opportunities throughout the year for cross-grade level interaction and community building. We emphasize professionalism in and out of the classroom. Students participate in the ECCCO program and interact frequently with industry professionals either with their involvement with a class project or through our summer internship program. Students receive training in public speaking and facilitation, and throughout this three-year program have multiple opportunities to design and lead lessons on such topics as substance abuse, violence prevention and mental health. Their teaching takes place both within the Skyline High School community and also in local elementary and middle schools. We are in the process of formalizing articulation and dual enrollment agreements with Merritt College with the department of Child Development.

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway Team Members and Role (Who is completing the Planning Grant Application?)</i>	
<i>Name</i>	<i>Role</i>
Rebecca Huang	Academy Director
James Barbuto	Co-Writer

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>3</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>3</i>
<i>Leadership Configuration</i>	<i>3</i>	<i>Collaborative Learning</i>	<i>3</i>
<i>Distributed Leadership</i>	<i>2</i>	<i>Teacher Shared Best Practice</i>	<i>2-3</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>3</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>3</i>
<i>Divers Student Representation</i>	<i>2</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>3</i>	<i>Support of Student Needs</i>	<i>3</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>3</i>
<i>Pathway Theme</i>	<i>3</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>3</i>	<i>Types of Student Experiences</i>	<i>3</i>
<i>Cohort Scheduling</i>	<i>3</i>	<i>WBL Pathway Outcomes</i>	<i>3</i>
		<i>WBL Pathway Evaluation</i>	<i>2</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Self Assessment of Mission and Vision (3):

As education is vital to so many different types of careers, our pathway mission appeals to a great diversity of students. We have a strong sense of mission and vision and have made progress making connections between this vision and our project outcomes, across disciplines such as history and science. Currently, there is work being done towards creating an integrated senior project with clear connections to our Academy's mission and desired outcomes. This year we were able to engage more of our industry professionals in some of our project planning and execution.

Reflection: While we have begun the work on clearer alignment of 10th, 11th, and 12th grade projects, there is work to be done in the following areas: articulate scaffolding of skills, increased rigor, better alignment of assessment, and involvement of industry professionals in assessment.

With the Academy's expansion into two strands under one Academy, the design team will need to revisit our overall mission in order to ensure that there is no confusion among all stakeholders: families, students, teachers, industry professionals, school personnel.

Self Assessment of Leadership Configuration (3):

Our team of teachers works closely together with different teachers taking on the lead of arranging and managing career and college exploration visits, student recruitment, and student support. There was work done this year on strengthening our teacher community of practice and on increasing opportunities for teachers to take on leadership roles in the areas mentioned.

Reflection: There is room for some teachers on the teaching team to deepen their connection within the pathway. A way to do this is by better defining each teacher's role and also providing more support to teachers in taking on more leadership within the team. With the Academy's expansion into two strands under

one Academy, team leadership will need to build in ways to effectively manage the two strands and to ensure that the two strands stay rooted under one mission and vision.

Self Assessment of Distributive Leadership (2):

We continue as a team to work on distributing leadership. Some teachers in the pathway reach out to industry partners for collaboration, initiate and lead college and career visits, participate in recruitment events, and initiate student interventions.

Reflection: Although we have made some gains in this area and there is a feeling of teachers working very closely to better serve our students, there is a tendency for decision-making to be deferred to the Pathway Lead as well as many other aspects of pathway operation including budget, purchasing, and program improvement. It would greatly benefit the team to have training and support services ready for each member to take on more responsibility when ready.

Self Assessment of Open Access & Equitable Opportunities (3) and Diverse Student Representation (2):

The Education & Community Health Academy admissions process is based on student selection and interest with strong efforts to promote diversity regardless of academic achievement or background/history of the student. We do not track students once they are enrolled in this pathway. This year we made a concerted effort to recruit more males but we have yet to see evidence of progress in this area. We plan to continue these efforts so that the Academy reflects a similar diversity with respect to the student demographics of Skyline High School and of Oakland.

Reflection: The Academy will continue with the open access admissions process we have been using. Also, strong efforts are being made to enroll and retain a more diverse set of students. We expect to see a more balanced student representation in the coming years as we incorporate the addition of the community health strand into the Academy. We will continue our work on attaining a more diverse student group, making sure that the two strands of the Academy equally represent the overall population in diversity, as much as possible. We'd like to start a student group to help us with this effort.

Self Assessment of Closing The Opportunity Gap (3):

Specific subgroups (Special Education students, English Learners) are fully integrated and supported in all Academy classes. There is collaboration time set aside for discussions about these specific groups. Teachers commonly hold lunch time or after school tutoring or individualized support for students who seek extra support.

Reflection: We are exploring the idea of tutoring sessions designed specifically for subgroups that struggle academically.

Budget	2015-16 Planning Activities	Anticipated Outcome
Extended contracts for 4 hrs X 4 teachers on Design Team X hourly rate (\$368)	Establish, facilitate, and convene a Design Team comprised of teachers, students, industry professionals, post secondary school partners, school administration, parents <ul style="list-style-type: none"> ● revisit Academy mission and vision that encompasses Community Health strand ● Ensure alignment with OUSD Graduate Profile, Industry CTE Standards, Education 	Articulate mission and vision that clearly incorporates the two strands of study under one Academy Ensure that mission and vision connect with Skyline mission and vision

	<p>& Community Health Pathway Student Outcomes</p> <ul style="list-style-type: none"> ● Develop three-year strategic plan and budget ● Revisit use of “Community Health” term (vs. “Public Health” or “Health”) 	<p>Update promotional materials with this updated mission and vision.</p> <p>Provide industry-centered guidance to Planning Team for three-year plan for Academy expansion</p>
<p>Extended contracts for 10 hrs X 8 teachers on Planning Team X hourly rate (\$1840)</p> <p>teachers visit other school sites - includes sub pay, travel expenses (\$1500)</p> <p>Cost of facility and meals for 2 day Fall Retreat (\$5000)</p>	<p>Fall retreat and after school meetings to establish, facilitate, and convene an Education & Community Health Academy Planning Team comprised of Pathway Leads, Pathway Coach, Pathway teachers and students, community partners interested in being a part of this planning work to develop the second strand within the Academy</p> <ul style="list-style-type: none"> ● understand the work being done by Design Team ● formalize structure of how the expansion of the Academy will be managed and led ● Research best practices by visiting successful two-stranded pathways and visiting successful community health pathways ● outline outcomes and tasks for 3-year plan for Academy expansion 	<p>There is a formalized leadership structure to the expanded Academy with clear roles and distributed leadership</p> <p>Establish a three-year plan for Academy expansion</p> <ul style="list-style-type: none"> ● curriculum and course for added courses ● identify and train teachers ● work with school admin and pathway coach to figure out cohort scheduling with expansion
<p>Extended contracts for 7 teachers X 2 days X 8 hrs X hourly rate (\$2600)</p> <p>Cost of facility and meals for Fall Retreat (\$5000)</p>	<p>Fall retreat for Pathway Team and regularly-scheduled common planning time</p> <ul style="list-style-type: none"> ● revisit mission and vision and ensure that it aligns with OUSD Graduate Profile, Industry CTE Standards, Education & Community Health Pathway Student Outcomes ● to understand work of the Design Team and Expanded Pathway Planning Team ● to continue our work on improving our Communities of Practice, leadership training, and distributing leadership among team members. 	<p>Team members feel trained, supported, and ready to take on leadership roles that are aligned with the goals of our Pathway improvement.</p> <p>Clearer roles and distributed leadership on Pathway Teaching Team</p> <p>Clear understanding between what Design Team does, Planning Team does, and Pathway Teaching Team does</p>

<p>training for students</p> <p>cost of meals (\$350)</p> <p>Extended contracts for 2 teachers X 10 hrs X hourly rate (\$460)</p>	<p>Establish, facilitate, and convene a student group that focuses on student recruitment and on representing the Education & Community Health Academy to Skyline HS and to outside organizations.</p>	<p>Diverse student group is trained, practiced, and involved in student recruitment</p> <p>We increase number of males in Academy.</p> <p>We have a more balanced ethnic make up of the Academy</p>
<p>part-time tutor and/or</p> <p>Extended contracts @\$23 per hour per teacher (\$6000)</p>	<p>Hire and plan for special tutoring sessions for specific groups - this position may be shared between Academies during pilot year.</p>	<p>Plans in place for special tutoring sessions for our specific groups that may be struggling academically (ELL's, Special Education students)</p>

2. Pathway-Wide Rigorous and Challenging Academics for All Students

<p>Current Programmatic Narrative Based on Rubric</p>
<p>Self Assessment of <u>Student Conditions: Rigorous, Relevant, & Integrated Learning</u> (3) and <u>Collaborative Learning</u> (3):</p> <p>Across disciplines teachers on our team employ student-centered projects that require students to use critical thinking and creativity, such as research on gentrification perceptions in Oakland or designing, planning, and facilitating a school-wide campaign to help combat stigma associated with mental illness, Teachers often use heterogeneous groups that promote collaborative learning and provide differentiated support to students.</p> <p><u>Reflection:</u> Pathway students are regularly engaged in student-centered learning experiences outlined above but articulating our intentions grade level by grade level and making sure that our assessments, instruction, and project outcomes are aligned will strengthen our overall program. We would also like to increase the level of critical thinking in our projects.</p> <p>Self Assessment of <u>Teacher Conditions: Sharing Best Practices</u> (2-3), <u>Collaboration Time</u> (3), and <u>Professional Learning</u> (3):</p> <p>Teachers in this pathway use collaboration time to share resources, practices, and strategies to improve instructional practices. We also use collaboration time for grade level teachers to meet for grade-level specific discussions of students, interventions with students and their families, or preparing for grade-specific event or</p>

assessment. This year we began work with the whole team on giving and receiving feedback on each other's projects using a formalized protocol.

Reflection: Most pathway members are asked to attend their own department meetings that may conflict with pathway development PD, so typically the pathway development PDs are attended only by Pathway Leads. We have been in each other's classrooms very little this school year and it would benefit the team to create a peer observation structure and protocol. With the addition of the Community Health strand, it will be important to review and reconfigure the way our expanded pathway team uses collaboration time. In particular, it will be important to ensure that we focus our efforts on the following: using data to drive instruction, conducting more and rigorous curriculum project feedback, and building and improving multidisciplinary projects.

Budget	2015-16 Planned Activity	Anticipated Outcome
Extended contracts for 20 hrs X 8 teachers on Planning Team X hourly rate (\$3680) teachers visit other school sites - includes sub pay, travel expenses (\$1500)	Retreat and meeting time for Education & Community Health Academy Planning Team to work on: <ul style="list-style-type: none"> ● structure to collaboration time with two strands ● planning ahead for integrated projects specific to our pathway ● visits to other schools that are successfully implementing multidisciplinary projects that incorporate community health 	Identify and begin planning multidisciplinary project for 10th grade year that incorporates Community Health, World History, English Language Arts, Chemistry Identify collaboration time structures for expanded Academy
No cost	Regularly-scheduled common planning time for Teaching Team: <ul style="list-style-type: none"> ● planning integrated projects ● articulate content and skills scaffolded year to year ● sharing of best practices ● regularly scheduled curriculum/project tuning and feedback 	Document skills and content taught All pathway teachers are involved in both giving and receiving feedback on projects/curriculum using formal protocols

3. Program of Study

Current Programmatic Narrative Based on Rubric

Self Assessment of Pathway Theme (3) and Integrated Core (3)

Our pathway theme appeals to a broad diversity of students, regardless of their postsecondary aspirations and has been vetted through a group of industry professionals from a wide range of educational organizations (schools, non-profits, for-profits, post-secondary partners). Our CTE teachers also teach some of the core

subjects which makes it easier to integrate much of the academic and technical coursework across grade levels.

Reflection: There is room for increased integration of academic and technical course work in all grade levels, particularly with non-CTE teachers. There are plans for senior core teachers to build an integrated senior project with pathway outcomes at the forefront of planning. With the added Community Health strand to our Academy, we need to revisit alignment of the our overall pathway theme with academics, real-world technical skills, work-based learning, and personalized supports.

Self Assessment of Cohort Scheduling (3):

Skyline HS administration ensures that nearly all pathway students are cohorted into the academic courses as much as possible, but there are some students that take AP courses that are taught outside our team. The 10th, 11th, and 12th grade CTE are 100% pure Academy students. Our team of teachers have one period each day for collaboration time.

Reflection: With the Academy expansion, the team would like to explore the idea of offering Honors or AP courses within our Academy. We would also like to explore more flexible uses of instructional time for all of our pathway students who participate in multidisciplinary projects.

Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Extended contracts for 4 hrs X 4 teachers on Design Team X hourly rate (\$368)</p> <p>Budget for subs for 3 teachers X 2 days X daily sub rate of \$150 p. day (\$900)</p>	<p>Design team work</p> <ul style="list-style-type: none"> ● pathway theme with added Community Health strand and looks for alignment with academics, real-world technical skills, work-based learning, and personalized supports ● visits to other schools / pathways that successfully integrate academic coursework with CTE work in the fields of Education and Community Health (like Berkeley High that does augmented AP in their CAS Academy) 	<p>Articulate alignment between Community Health standards and academics across disciplines and grade levels</p>
<p>Extended contracts for 10 hrs X 8 teachers on Planning Team X hourly rate (\$1840)</p>	<p>Planning Team meets to</p> <ul style="list-style-type: none"> ● explore offering Honors or AP courses within our Academy ● explore extent to which augmented AP courses are acceptable by College Board and Universities ● explore more flexible uses of instructional time for multidisciplinary projects ● visits to schools that successfully incorporate flexible uses of instructional time for multidisciplinary projects 	<p>Make decision about Honors or AP classes specific to our pathway</p> <p>Propose a plan for flexible use of instructional time for multidisciplinary projects</p>

no cost	Regularly-scheduled common planning time for Teaching Team to ensure clear alignment with pathway theme.	Expanded pathway has clear alignment with rigorous academics, real-world technical skills, WBL, and personalized supports. There is intentional scaffolding in each of these areas and each teacher on the team understands and integrates this pathway theme into other subjects they teach.
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Self Assessment of <u>Types of Student Experiences</u> (3): All students in our pathway have personalized WBL experiences in each grade level where they put to use skills identified as being important to industry. These skills include working with a team to facilitate and manage a lesson, use of technology, oral and written communication.</p> <p><u>Reflection:</u> With the expansion of the Academy, there is work to be done in building and solidifying work-based learning experiences in the field of community health.</p> <p>Self Assessment of <u>Pathway Outcomes</u> (3) and <u>Pathway Evaluation</u> (2):</p> <p><u>Reflection:</u> WBL plan could be more integrated with academic coursework in all grade levels.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Extended contracts for 2 teachers X 20 hrs X hourly rate (\$920) release time to visit potential WBL partners part-time FTE to reach out specifically to health/hospital internships (\$5000)	Pathway Leads building and solidify WBL partners: <ul style="list-style-type: none"> reach out, visit sites, and establish relationships with potential WBL partners in the field of Community Health visit sites and continue strong connection already established with WBL partners in the field of Education broaden types of WBL experiences in the field of education 	15-30 internship positions related to the field of community health 5-10 new community partners interested in being mentors, guest speakers, project collaborators 3-5 new community partners that broaden our list of Education organizations that participate as Internship Host Sites (coach, youth group, activist, administrator)
Extended contracts for 4 hrs X 4	Design Team <ul style="list-style-type: none"> provide resources and connections for potential WBL connections for 	WBL evaluation ready to pilot

<p>teachers on Design Team X hourly rate (\$368)</p>	<p>expanded pathway in the field of Community Health</p> <ul style="list-style-type: none"> ● identify ways to review and evaluate WBL experiences for Education & Community Health ● drafts a pilot plan for evaluating WBL experiences for the expanded Academy 	
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5. *Personalized academic, social, and emotional support services.*

Current Programmatic Narrative Based on Rubric		
<p>Self Assessment of <u>Student Needs</u> (3): All pathway teachers get to know students well through culture building and team building done at the beginning of the school year. Overall we feel that we are able to monitor their academic, personal, and social emotional needs fairly well. We often use collaboration time or time outside of school hours to support and/or intervene in order to support the students’ success. We engage often with families during interventions.</p> <p><u>Reflection:</u> In Collaboration, we spend about one-third of our time on student needs. This is either strategizing about student issues or actually meeting with the student, the student’s family member, and even with non-Academy teachers. We document our work on this and have found the time we put into student interventions useful, but it would benefit the team to revisit the overall efficiency of how we support our students academically and emotionally. With expansion of Academy, we will need to be prepared for how we will manage support services for all students.</p> <p>Self Assessment of <u>College and Career Plan</u> (3): Pathway teachers are able to monitor and guide college and career planning to some extent. Most of it is informal. In 12th grade classes, the school provides some level of FAFSA and college application support. All students have explored college and career through CTE courses.</p> <p><u>Reflection:</u> With expanded Academy, the pathway team needs to create a structure for a more formalized process for monitoring of college and career plan. We should review and revisit the transcript support, and college and career supports that Skyline counselors, Administration, and Youth Center provide to our students.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>Extended contracts for 2 teachers X 4 hours X hourly rate (\$184)</p>	<p>Meetings and regularly scheduled Teaching Team</p> <ul style="list-style-type: none"> ● revisit structures for student support and intervention ● work more closely with College Access Team Skyline (CATS) for a more efficient and formalized process for college and career planning, beyond ECCCO curriculum in 10th and 11th CTE courses: college applications, FAFSA, scholarships, tracking graduates, personal statements 	<p>articulate and improve on our structure for student support and intervention</p> <p>articulate a formalized structure for college and career planning - decide who does what, when, how, and how we will document</p>

<p>Budget for subs for 2 teachers X 2 days X daily sub rate of \$150 p. day (\$900)</p>	<p>Planning Team</p> <ul style="list-style-type: none"> ● together with site AP and academic counselors, visit sites and/or meet with other district or outside of district Pathways that successfully implement structures for student support ● visit sites and/or meet with other district or outside of district Pathways that successfully implement structures for college and career planning and tracking 	<p>proposal for expanded Academy structures for student support</p> <p>proposal for expanded Academy structures for college and career planning and tracking</p>
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Pathway: Visual and Performing Arts

Pathway Title:	Visual and Performing Arts Academy	Pathway Teacher Leads:	Jamie Treacy Lauren Litwin Kenny Williams Awele Makeba
Industry Areas:	AME--Production and Managerial Arts; Design, Visual, and Media Arts; Performing Arts: Drama, Dance, Instrumental Music, Vocal Music	Pathway Coach:	Anya Gurholt
Pathway Lead Email:	Jamie Treacy jamie.treacy@skylinehs.org	Pathway Lead Phone:	Jamie Treacy (510) 435-7301
Pathway 2015-16 Enrollment (9-12)	0 (in planning stages to be implemented in 2016-2017)	Anticipated Grant* (\$200) x enrollment.	\$12,800 Anticipated year-1 10th grade cohort

Pathway Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
53%	47%	79%	13%	6%	17%	98%

Pathway Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
34%	0.5%	15%	39%	1.5%	1.5%	6.5%	2%

Pathway Vision:

The Skyline Visual and Performing Arts Academy is designed to foster project-based learning inviting students to meet real-world goals and objectives while meeting high school graduation, college entrance requirements and prerequisites for entrance into a college of fine or performing arts. SVPA centers on curriculum that is grounded in culturally relevant arts integrated instruction, highlights student voice, literacies across the disciplines, social justice, excellence in educational, artistic and cultural programs, and

ignites a lifelong passion for the arts. SVPA fosters a rich academic and artistic community inspiring our students to work collaboratively with their peers and adults, to think creatively and critically about their core academic experiences, their art and performances, the impact of their actions, as well as to develop their communication skills so they can meet challenges with creativity and determination.

Students in SVPA will create a digital portfolio to share their work with the world and create a dialogue with contemporary art practices. One of the Bay Area's richest resources is our vibrant Arts community and its many players. The academy will create a bridge between this community and Skyline's emerging artists. An exposure to contemporary practice will be a guiding principle in our students' experience. Within the academy, students are able to choose a "concentration" in the fields of Performing Arts or Fine Arts. Each of these majors will begin with a "survey" entry-level class that is available to all Skyline students and then course options will grow into Intermediate and Advanced classes that students will take during their sophomore, junior and senior years. Within the academy's visual arts courses, students gain exposure to both fine arts (ceramic sculpture, painting, drawing, printmaking) and commercial arts (illustration, graphic design, digital photography).

Within the academy's performing arts we would offer the following major course of study: dance, theatre arts (performance, design and production), music (instrumental, vocal, composition, singer-songwriter, recording artist). The Performing Arts Academy is designed for young artist who are serious about their craft. Students benefit from audition assessment, personal attention, challenging coursework in technique and theory, studio classes, and guidance from a faculty of artist-educators, so that students develop their skills in all aspects of their discipline. Each year the academy presents numerous productions, giving students a chance to explore a wide variety of ensemble experiences, performance opportunities, repertoire and roles. The design and production concentration gives students opportunities to study stagecraft and design in the classroom and to use Skyline's theatre facility to make their ideas a reality. The program includes hands-on experience in scenic design, lighting design, costume design, sound design and stage management. Design and production students have opportunities for collaboration with other departments including dance and music. Frequent collaboration with other arts disciplines and challenging academics provide students with a cross-disciplinary education that promotes development as artists, technician and thinkers.

Signature Pathway Practices (What makes you different than the rest of the school):

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

The Visual and Performing Arts Academy will implement grade level (10th-12th) performance tasks in the way of exhibitions, performances, and portfolio benchmarks. Students will work towards the completion of a digital portfolio in the 12th grade. The portfolio will serve to highlight student growth through the academy and will serve as a take away product that can be used in college admissions and post secondary internship opportunities. Students will be connected to work based learning experiences through summer internship 11th grade year and touring performances in 10th - 12 grade year in drama. Students will also be exposed to

industry professionals through a visiting artists lecture series in different disciplines, drama residencies, and collaborative performances. Students will be exposed to Entrepreneurial practices in their chosen field.

Curriculum-Full integration of A-G coursework in our cohort, culturally relevant, social justice focus

Instructional strategies- aligned with the National Core Arts Standards and 21st Century skills

School Structures- Cross-Age Mentorship and multi-disciplinary innovative collaborations

Pathway Assessment:

Please insert score based on the Planning Team’s completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

<i>Pathway Team Members and Role (Who is completing the Planning Grant Application?)</i>	
<i>Name</i>	<i>Role</i>
Kenneth Williams	CO-WRITER
Jamie Treacy	CO-WRITER
Awele Makeba	CO- WRITER
Lauren Litwin	CO-WRITER
Michael Raytis	CO-WRITER
Dr. Plashan McCune	Support person
Anya Gurholt	Support person
Jennine Willett Millman	Design Team
Ellen Sebastian Chang	Design Team
Peter L. Calendar	Design Team

<i>Pathway and Leadership & Direction</i>		<i>Building Rigorous Academic Core</i>	
<i>Mission and Vision</i>	<i>2</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>1</i>
<i>Leadership Configuration</i>	<i>1</i>	<i>Collaborative Learning</i>	<i>2</i>
<i>Distributed Leadership</i>	<i>1</i>	<i>Teacher Shared Best Practice</i>	<i>1</i>
<i>Equity</i>		<i>Teacher Collaboration Time</i>	<i>2</i>
<i>Open Access & Equitable Opp.</i>	<i>2</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Diverse Student Representation</i>	<i>2</i>	<i>Personalized Student Support</i>	
<i>Closing the Opportunity Gap</i>	<i>1</i>	<i>Support of Student Needs</i>	<i>2</i>
<i>Program of Study/Master Schedule</i>		<i>College and Career Plan</i>	<i>1</i>
<i>Pathway Theme</i>	<i>2</i>	<i>Work Based Learning</i>	
<i>Integrated Core</i>	<i>1</i>	<i>Types of Student Experiences</i>	<i>2</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>

		<i>WBL Pathway Evaluation</i>	<i>1</i>
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Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.
2. You **MUST** describe the current programmatic narrative for EACH section of the budget narrative below based on the Measure N Initial Self Assessment. Planned activities should be included in each area even if they do not have a direct cost associated with them.
3. If the Planning Team for existing pathways would like to pilot or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
4. Add additional lines if you would like add additional budget items.
5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Creation of Vision, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Mission and Vision Assessment (2):

- The Skyline VAPA Academy team of teachers has been meeting during collaboration time and after-school department meetings during the 2014-2015 school year to collaboratively develop our mission and vision
- We teamed up with Dr. McCune (Skyline AP) for a site visit to Sir Francis Drake High School Art Academy and studied the mission and vision statements for several other California Arts, Media and Entertainment academies
- We have reached out to Anyka Barber, the owner of Betti Ono Gallery in Downtown Oakland to be a part of our design team (and she is interested). She is a Skyline graduate and has a vested interest in developing an arts program here.
- We plan on reaching out to the Oakland Museum to help us design our academy and be a full community partner. Skyline Art Department has been working with the museum for many years on educational field trips and Days of the Dead exhibitions.
- Gary Yee (former Interim Superintendent) reached out to the PA Team to plan a visit to RFK School for the Arts (Los Angeles) to study their academy linked learning model and their courses taught by industry professionals.
- Drama Department has reached out to: Jennie Willett, Artistic Director of Third Rail Projects; Michael Torres, Department Chair, Laney College Theatre Department and Artistic Director of Fusion Theatre; L. Peter Callender, Artistic Director, African American Shakespeare Company; Ellen Sebastian Chang, independent director and writer and Sean San Jose, Theatre Director, Campos Theatre in San Francisco and Adjunct Faculty at University California at Berkeley, Theatre Department, CA and Dan Wolf, Associate Artist and Adjunct Faculty at American Conservatory Theatre (ACT); (in-progress) Mark Booher, Artistic Director and Associate Dean of Pacific Conservatory of Performing Arts (PCPA, 2 year community college)

- Joel Leach (former Department Chair of Music Industry Studies at CSU, Northridge) will be utilized in the areas of college alignment, course development, and curriculum development.
- Charles Gurke (Director: Laney College Jazz Orchestra) will be utilized as an industry professional helping us to align our Instrumental Music Program with Laney College and developing mentorship and internship opportunities for our students.
- Glen Pearson (Director: College of Alameda Jazz Band) will be utilized as an industry professional helping us to align our Instrumental Music Program with Laney College and developing mentorship and internship opportunities for our students.
- Mitch Butler (Director: Department of Jazz and Contemporary Studies) will be utilized as an industry professional helping us to align our Instrumental Music Program with Laney College and developing mentorship and internship opportunities for our students.
- Mike Levy (Skyline Alum, former director of the California Music Awards) will be utilized as a primary industry contact and work with us to help develop an industry board of professionals

Reflection:

This is the area that we've done the most development in collaboratively. We are at the point of fine-tuning the language in our mission to make sure it includes the core values of performing arts and visual arts. We are working to highlight cultural relevancy, student voice and clear connections to careers in the arts, media and entertainment sector. We have identified several prospective community partners that we would like to have on our design team, and we need to draft a letter of introduction for our future academy that we can use to tell potential design team members about their would be roles in the academy's development.

Leadership Organization Assessment (1):

- Right now, planning work is being done on a volunteer basis after school and during our collaboration time.
- We need a teacher training on how to delegate and the academy development tasks so the work does not fall on just a few teachers.

Reflection:

This is one of the areas that we need the most urgent support in. Right now, the planning process for the new VAPA Academy is going slow because there is no common planning time between visual and performing arts. We've had strong support this year from our administrative team, but we could use more training in how to structure our meetings to maximize efficiency. We need release time so the VAPA Academy teachers can visit existing academy meetings and learn about their "Community of Practice."

Distributed Leadership Assessment (1):

Pathway staff, school and district leaders, and partners:

- We have reached out and met with district and school-site support
- We have set up site visits and participated in the Educating for Careers conference
- We have participated in Arts, Media, and Entertainment CTE annual conference and demo days

Reflection:

We have started to develop an on-campus team and we have reached out to other academies to learn their leadership structure. We have also consistently communicated between visual arts and performing arts departments to share out each other's needs.

Open Access and Equitable Opportunities Assessment (2):

- All students can participate in activities such as the Rising Stars, field trips, exhibitions and after school projects regardless of their economic means or parental financial support.
- All students are provided with class materials if they cannot buy their own.

Reflection:

The VAPA Pathways currently recruit at the student fairs and information nights along with the established academies. The Visual Art classes have hosted close to 30 groups of prospective Skyline students with their parents. Skyline VAPA teachers have recruited at school during course selection classroom sessions.

Diverse Student Representation Assessment (2): The pathway's admission processes and practices:

- Equal access to all Skyline students regardless, of their previous arts experiences or abilities
- Equal access to all Skyline students regardless of their economic means

Reflection:

We need a way to look at the demographics of students currently taking visual and performing arts classes at Skyline. Anecdotally, teachers report that they have high enrollment of students with IEP's (in some classes, as high as 50% are IEP without assistants or aides). Also VAPA teachers report having very racially diverse classes. Advanced classes retain the level of diversity found in our beginning classes.

Budget	2015-16 Planning Activities	Anticipated Outcome
	<ol style="list-style-type: none"> 1. Retreats & Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice and sense of identity and pride in the Pathway. ● Design a process to assess progress. 2. Regularly Scheduled Common Planning Time: <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. 3. Regularly Scheduled Pathway Leads & Site Admin Team Meetings: <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. ● Work with the site leadership to “manage upwards” for more alignment of district 	<ol style="list-style-type: none"> (1.) <ul style="list-style-type: none"> ● Increased functionality of our working relationships ● Increased efficiency in our collaboration time during the school year (2.) <ul style="list-style-type: none"> ● Fair distribution of labor ● More face-to-face planning time instead of just online. (3.) <ul style="list-style-type: none"> ● Regular opportunities to problem-solve with Admin over supplies and facilities ● Alignment with other Oakland arts programs ● Consistent quality with other Skyline academies

	<p>policies and practices that support Pathway quality.</p>	
	<p>4. Regularly Scheduled Pathway Leads & Site Admin Team Meetings:</p> <ul style="list-style-type: none"> ● Focusing on diversity as a core principle in all recruitment efforts, we will develop admission processes and practices that ensure open access to students regardless of their prior academic achievement or background/ history, that are designed to ensure that students and their families can select the pathway based on informed choice and student interest. ● We will monitor data on growth toward greater diversity with respect to student demographics and achievement distribution that reflects Oakland. 	<p>(4.)</p> <ul style="list-style-type: none"> ● VAPA Academy reflects the diversity of Skyline students in the beginning classes all the way to the advanced classes. ● We will be able to identify and share with each other culturally responsive approaches towards our teaching that supports the achievement of our diverse student body.
<p>Summer Pay rate @ \$ ____</p>	<p>5. Attend summer PD on “Community of Practice” with Donna Wyatt or Anya Gurholt</p>	<p>(5.) Establish our academy’s core values for collaborative work.</p>
<p>Extended contracts @ \$23 per hour per teacher</p> <p>Budget for Subs 10 @ 150/day (10 subs X \$150/day X 2 days = \$3000)</p> <p>Cost of facility & meals (\$5000)</p>	<p>Fall (Annual) Retreats:</p> <ul style="list-style-type: none"> ● Revisit Mission & Vision so they are better aligned with OUSD Graduate Profile, Pathway Student Learning Outcomes, Industry CTE Standards, and Capstone Graduate Project and other assessments. ● Revisit Program of Study for enhancing alignment with the above. ● Involve industry partners in the process. <p>Retreats & Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Designate specific planning time and retreat time to build a sense of teacher community of practice (“we’re all in this together”) and sense of identity and pride in the Pathway. ● Continue to assess progress as assessed by the Community of Practice Continuum. <p>Regularly Scheduled Common Planning Time:</p> <ul style="list-style-type: none"> ● Collaboratively develop systems of role definition, communication, and workflow. <p>Regularly Scheduled Pathway Leads & Site Admin</p>	<p>The mission fully aligns with all aspects of the pathway and there are clear strategies that the pathway has adopted that align with the mission and vision of the pathway.</p> <p>Each pathway teacher has a defined role in leading the pathway. They identify themselves as pathway teachers who teach a specific content. They operate as a team in all matters and are in constant communication with site administration in order to support program development and operations.</p> <p>Pathway staff, school and district leaders, and partners:</p> <ul style="list-style-type: none"> ● Take responsibility for ensuring that necessary conditions are fully operational for successful program implementation. ● Are accountable for ensuring that necessary conditions are in

	<p>Team Meetings:</p> <ul style="list-style-type: none"> ● Regularly meet with site leadership to coordinate the work of the Pathway in relation to other Pathways and the site. ● Work with the site leadership to “manage upwards” for more alignment of district policies and practices that support Pathway quality. 	<p>place for successful program implementation</p> <ul style="list-style-type: none"> ● Are supported by district policies that ensure program effectiveness
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2. *Pathway-Wide Rigorous and Challenging Academics for All Students*

Current Programmatic Narrative Based on Rubric		
<p>Pathway teaching and learning rarely involves: Student-centered, research-based instructional and learning strategies Standards-based, project- or problem- based learning that: Aligns with the pathway theme Involves critical thinking, problem solving, and production of products or services</p> <p>Some pathway teachers: Provide daily opportunities for students to work in heterogeneous pairs or groups</p> <p>Reflection:</p> <ul style="list-style-type: none"> ● We are working on creating our curriculum to make sure that we provide a rigorous, challenging and relevant course of study. We are in our infant stages of creating our academy ● VAPA teacher team has reached out and identified academic teachers that are interested in working with our academy ● VAPA teacher team has just begun to create a standard curriculum sequencing document in which all academy teachers will contribute. This document will enable teachers to forge historical, cultural, and career connections with each other’s classes by aligning monthly themes. ● We need scheduled time for academy teachers to share out their curriculum ideas to foster ideas for cumulative, rigorous VAPA projects ● Core academic teachers need opportunities to visit with, observe and collaborate with other core academic teachers who have created arts-integrated academic projects 		
Budget	2015-16 Planned Activity	Anticipated Outcome
<p>1. Release time for subs @ \$150/day</p>	<ol style="list-style-type: none"> 1. Work release days to collaborate as a team and develop pathway-wide projects and clinics for summer and weekends (3-4 days) 2. Attending AME Demonstration Days (3-4 per academic year) 3. Meeting with industry professionals and collegiate leaders <ol style="list-style-type: none"> a. Collegiate Potential Partners: California State Universities Northridge, California State University East Bay, Berkeley City College, Peralta City Colleges, Ex’pressions , College, Academy of Art University, California College of 	<ul style="list-style-type: none"> ● Provides strong, consistent, and Culturally Relevant Project-Based Learning lessons across all Academy Core subjects and CTE courses. ● Create weekend and summer Performing Arts Clinics to build prerequisite skills and build capacity of middle school and 9th grade students in their discipline.

<p>Sub for Release Days @ \$150 a day</p> <p>4. 3 x \$105</p> <p>5. 2 x conference: \$345 hotel: \$180 rental car: \$130</p> <p>6. 4 x conference: \$125 hotel: \$180 airfare: \$300 rental car: \$130</p> <p>7. 1 x conference: \$425 hotel: \$150 airfare: \$450 rental car: \$130</p>	<p>the Arts, Pacific Conservatory of the Performing Arts</p> <p>b. Potential Professional Partners: de Young Museum, Oakland Museum of California, Electronic Arts, Chronicle Books Publishing, Local Galleries, the Crucible, Studio One Art Center, independent Artists, Campos Santos Theatre Company, Third Rail Projects, Cornerstone Theatre Company, Michael Rohd & The Center for Performance and Civic Practice, Ellen Sebastian Chang</p> <p>c.</p> <p>4. Attend CAEA & NAEA (California Arts Education Association & National Arts Education Association) Conferences</p> <p>5. Attend Educating for Careers Conference (March)</p> <p>6. Attend Arts, Media, and Entertainment Conference (April)</p> <p>7. Attend AATE (American Alliance Theatre Educators Conference)</p>	<ul style="list-style-type: none"> ● To attain advisor relationships for students, current and relevant curriculum to prepare students for college and careers within the field of Visual and Performing Art. ● Attending CAEA & NAEA conferences provide additional resources for developing Linked Learning Art Lessons, and professional peer advisory relationships ● Develop forward thinking curriculum that will position the VAPA program at Skyline as the vanguard of education. <ul style="list-style-type: none"> ○ Music Industry and Technology Curriculum (CTE), designed with industry professionals and Universities with the goal of creating a bridge to college or directly into industry in the recording and/or managerial arts ○ Performing Arts CTE courses that give students the training in entrepreneurship required to be a successful musician, be it classical or contemporary
<p>NA</p>	<p>Development of Speakers Series for students and educators in the Visual and Performing Arts (i.e. TED Talks)</p>	<ul style="list-style-type: none"> ● Create an environment where industry leaders and professional musicians seek out opportunities to speak to our students regarding the Visual and Performing Arts

		<ul style="list-style-type: none"> ● Give students an opportunity to establish mentorships and network with future instructors, teachers, and coworkers ● Establish a self-sustainable model for funding and managing
	Development of Online and Summer courses	<ul style="list-style-type: none"> ● Give students alternatives to completing required coursework for CTE and Academic Coursework ● Create coursework and materials that are accessible to students at all times ● Open up the school day for students to engage in WBL, Mentorships, and Internships

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>Has been selected based on a review of students' interests, long-term regional workforce needs, teacher expertise, postsecondary opportunities, and other pathways offered within the district Has been selected by a team that includes students, teachers, industry partners, and district support personnel.</p> <p>Integrates some academic and technical coursework May be aligned to grade-level academic and CTE standards</p> <p>Is in the planning stages of allowing students to be scheduled as a cohort Allows a few or no pathway teachers to collaborate as a team (usually in pairs)</p> <p>Reflection:</p> <ul style="list-style-type: none"> ● We have developed a course of study sequence that includes existing approved arts courses along with new CTE courses that we plan on developing over the summer of 2015 ● We have decided on a list of prerequisites for each class ● We have begun working on a collaborative spreadsheet for all classes in the academy to sequence their units by monthly themes for each course. Arts teachers will be working on this over the summer of 2015. Once the art class units are plugged into the document, we will reach out to the VAPA academy academic teachers as a way to plan for future cross-curricular collaborations 		
Budget	2015-16 Planned Activity	Anticipated Outcome
Release time for sub @ \$150/day (Sub)	1. Professional development with arts technology corporations (for Digital Photo and Graphic Design teachers) <ul style="list-style-type: none"> a. Examples could include: Pixar, Apple, Google, Zynga 	(1.) Align academy design and photography projects to what digital artists are contributing to their technology companies. (Examples: Product design, advertising design, product photography, web design)

<p>Release time for sub @ \$150/day</p>	<p>2. Software training with Adobe Education</p>	<p>(2.) Give digital arts teachers the opportunity to become certified to teach the latest versions of arts software like Photoshop, Illustrator and InDesign</p>
<p>Conference: \$200 Summer stipend for participation: @ \$172.42/day</p>	<p>3. Alameda County Office of Education - Art is Education - Arts Integration workshops (Summer Institute)</p>	<p>(3.) Understand strategies for integrating core academic content into our art curriculum</p>
<p>Sub release funds @ \$10/day</p>	<p>4. School site visits to explore Arts academy structures and student experiences. Proposed locations: Washington High School, Fremont, CA; Berkeley High School, Berkeley, CA; Interlochen School of the Arts, MI; RFK Los Angeles; McLane Art Venture Academy (Fresno); Bullard HS (Fresno)</p>	<p>(4.) Ideas for cross-curricular collaboration, program structure, project ideas and best practices for art academies.</p>
	<p>5. Attend National Art Education Conference (to be held in Sacramento this year)</p>	<p>(5.)</p> <ul style="list-style-type: none"> ● Network and share best practices with art educators from around the country ● Attend visual arts workshops that are not available through the district ● Explore new arts materials that are available for art classes
<p>\$16,750 Third Rail Projects (NY), Artistic Director, 3 company artists; RT airfare, housing, local transportation</p>	<p>6. Planning Year collaboration with award-winning multi-disciplinary performance company with a focus on creating site-specific and experiential dance/theatre projects to build the capacity of Intermediate level students to participate in the Planning Process with tools and methods employed in the creative process of 21st C theatre-makers.</p>	<p>(6.)</p> <ul style="list-style-type: none"> ● 5-day workshop (7 hrs per day) culminating in an informal demonstration of technique and skills to be applied to new work development in planning year. ● Creative New Work: Exploring Climate & Culture at Skyline HS and Restorative Justice practices in a site-specific immersive experiential theatre project

		<ul style="list-style-type: none"> ● Customized curriculum designed to explore devising immersive site-specific physical theatre/movement-based performance drawing from the architecture and scenic elements within that can inform and transform choreography.
RJOY consultancy \$2,000 (RJOY)	7. Collaboration with OUSD Behavior Health and Alameda County Health Dept., Restorative Justice for Oakland Youth (RJOY) for Theatre-in-Community Project (educational theatre) on Climate & Culture at Skyline HS and Restorative Justice Practices	<p>Devise research-based, interactive theatre-in-community educational theatre pieces based on the top 5 behavioral health issues in OUSD and Alameda County using: street theatre, Theatre of the Oppressed, and Third Rail Project techniques and skills toolbox.</p> <p>Target audience: Skyline HS students, OUSD middle school and elementary school students</p>
\$8,000 playwriting and dramaturgy	8. Novel adaptation of Oakland Tales by Summer Brenner, author and Ellen Sebastian Chang (dramaturg), with Awele Makeba, consult with Dan Wolf/Sean San Jose	<p>Full production of Oakland Tales with Kenneth Williams (music director), Skyline HS instrumental music students, Dawn James (choreographer),</p> <p>Project-Based collaboration with Skyline History and English departments</p>
\$75/hr x 15 hours	Creative Collaboration Using Rhythm & Rhyme with Dan Wolf (industry professional/director, playwright, actor, spoken word artist) Beginning of school year	Creative Collaboration skills development for students to be viable members in the planning process: Emphasis on collaboration, ensemble skills, trust, natural rhythm, voice and impulse work
Release Time for sub @ \$150/day for 3 days	Attend CMEA (California Music Educators Association) Conference in San Jose--February 11-13, 2016	<ul style="list-style-type: none"> ● Learn best practices ● Network with industry professionals ● Attend workshops that are not available through the district

		<ul style="list-style-type: none"> ● Observe concepts for creating more dynamic PD for VAPA teachers
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4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>Is conducting outreach to identify WBL experiences Is examining models to develop their own continuum of WBL experiences Has ad-hoc WBL experiences for some students</p> <p>Is creating a plan and timetable to begin developing WBL experiences across grade levels</p> <p>Is exploring ways to begin working with industry and postsecondary partners to identify strategies for reviewing and evaluating WBL experiences</p> <p>Reflection: We are in the process of planning for our academy. As a part of the planning process, we will work with LLO to do outreach and find partners for our CTE coursework and staffing</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Release time for sub @ \$150/day	1. Collaboration with community partners from technology based industry sectors.	(1.) Work based learning within the art and technology industry sector.
Release time for sub @ \$150/day	2. Faculty visits to Google, Tesla, and top Silicon Valley Corporations.	(2.) <ul style="list-style-type: none"> ● Curriculum planning with work based learning outcomes. ● Teacher training for current industry job positions and roles
Release time for sub @ \$150/day	3. Visual art teacher visits to area art galleries and museums such as: The Oakland Museum of California, The DeYoung Museum, The Museum of the African Diaspora, Museum of Children's Art, Betti Ono Gallery, Pro Arts Gallery	
Release Time for sub @ \$150/day	4. Collaboration with local colleges (Peralta Colleges, CSU East Bay)	<ul style="list-style-type: none"> ● Develop common vocabulary ● Establish opportunities for WBL, internships, mentorships, or education in the arts
Release Time for sub @ \$150/day	5. Music teacher visits to Oakland East Bay Symphony and San Francisco Symphony	<ul style="list-style-type: none"> ● Establish opportunities for WBL, Internships, and Mentorships ● Insight on marketing ensembles to a larger community ● Establishing a relationship with prospective industry partners

5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Take time to get to know some individual students Informally identify students' academic, personal, and socio-emotional needs Access general school and district academic interventions to address student needs</p> <p>Cooperate with counselors to assure that students complete a 4- year high school plan Share their personal knowledge about college and career options Provide or arrange periodic college and career exploration activities for students</p> <p>Reflection: Currently, each teacher in the Visual and Performing Arts Department has their own method for addressing student’s socio-emotional, personal and academic needs. There is a great need for set aside time to share-out best practices for student support and to develop a unified VAPA student support structure.</p> <p>This school year was the first in several years that Skyline has had full time guidance counselors. While this has been a welcome and desperately needed addition, we have not had the opportunity to collaborate as teachers with the guidance counselors. There have been many instances where we have not been on the same page for sharing opportunities with students in class and in guidance counselor appointments. Share planning time would allow for us to create a collaborative database to connect students with internships and career-related experiences in the arts.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
Stipend for after school planning time	1.Series of meetings between academy teachers and our academy assigned guidance counselor to establish a protocol for student interventions and supports.	(1.) <ul style="list-style-type: none"> ● Share with each other and counselor the grading policies for each of our academy’s classes ● Establish a format for holding Student Support Team meetings that is consistent academy-wide ● Brainstorm and connect with after-school support services to help students with VAPA-specific tutoring and project support.
	2. Create an online “Career Resource Guide” that includes access to postsecondary employment, volunteer and internship experiences in the arts to share between VAPA Academy teachers and the guidance counselor.	(2.) <ul style="list-style-type: none"> ● Compile each teacher’s industry connections into a unified and accessible online database. ● Collaborate with the guidance counselor on logistics for

		<p>connecting students with career-related experiences.</p> <ul style="list-style-type: none"> ● Create a tracking system for placing students into VAPA internships
<p>Release Time for sub @ \$150/day</p>	<p>3. Meet with local arts industry professionals to plan for future internships with their companies</p>	<p>(3.)</p> <ul style="list-style-type: none"> ● Create a calendar for placing students at internships (find out what time of year each professional could accommodate student interns). ● Explore ways how non-profit organizations and independent fine art professionals can make donations of their time and services when monetary support of the Skyline VAPA Academy is not possible



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

**Measure N Application
Planning Grant 2015-16
Individual Pathway**

School:	Street Academy	Principal	Gina Hill
Pathway Industry Areas:	Social Justice & Community Organizing	Principal Phone:	510-290-5639
School Address	417 29th Street Oakland, CA 94609	Principal Email:	gina.hill@ousd.k12.ca.us
School Phone	510-874-3630	School Fax:	510-874-3633
2015-16 Enrollment (9-12)	109	Anticipated Grant* (\$200) x enrollment.	\$21,800.00

^ For schools planning with multiple existing pathways, they will have to complete the multiple pathway application. If your community plans on building pathways for students currently not in a pathway, you may receive planning funds for those students but they must be considered as a part of the school grant and included in the application.

**Grants will be distributed based on site projected enrollment at the time that the grant is due. Final distribution of funds will be based on the 9-12 enrollment based on the 20 day count.*

School Demographics

Male	Female	% LCFF	% SPED RSP	% SPED Mild-Moderate	% English Learners	% Oakland Residents
61	48	79%	11.9%	0.9%	18.3%	95.4%

Student Body Ethnic Composition

African-American	American Indian/Alaskan Native	Asian	Hispanic/Latino	Filipino	Pacific/Islander	Caucasian	Multiracial
52.3%	3.7%	6.4%	31.2%	0%	0.9%	3.7%	1.8%

Planning Team Members and Role (Who is completing the Planning Grant Application?)	
Name	Role
Brown, Erin	After School Program Coordinator
Cavagnolo, Jeremy	Teacher
Hill, Gina	Principal
Kelley, Chere	Resource Specialist

Lira, Deborah	Teacher
Nuno, Marisol	Teacher
Schulz, Betsy	Teacher

School Vision:

The Oakland Emiliano Zapata Street Academy's (OEZSA/Street Academy) vision is to provide students a small, safe school with a social justice focused, college preparatory education. Youth placed at high risk due to a variety of social determinants, can work hard for a "second chance" to earn a diploma here. Curriculum is designed to challenge, engage, and prepare our youth to graduate ready for college, career or job. All students are enrolled in A-G required courses during the core day. During the afternoon program, class schedules are tailored to the individual need of the student to address those needing credit recovery, enrichment and/or extracurricular activities such as fine or physical arts.

Signature School Practices:

What are the signature pedagogy, curriculum, instructional strategies, rituals, school structures, and student experiences that make up the heart of your school. These practice constitute your "way" of being as a school. We would like to get a baseline on what you do well now. These practices should be easily observed as part of the pathway and integrated in the pathways identity!

Street Academy teachers ascribe to the philosophy of what Enrique Trueba refers to as "pedagogical optimism." This is the belief that, through education, we can make the world a better place. All students are required to participate in service learning, and all are enrolled in A-G required classes which includes our A-G approved ethnic studies courses. We are the Street Academy because education happens inside and outside of the classroom.

Students develop empathy through participation in restorative justice talking circles as well as learning to challenge viewpoints respectfully as participants in debate and other structured academic discussions. Students learn by doing. Presentation skills are refined as all students are expected to complete Political Action Units by participating in community organizing. Once a senior, all must complete a rigorous English 4 Senior Action Research Project.

Street Academy is unique. All staff have voice and we meet three times each week to inform decision making, to evaluate the program, and to share best practices in collectively planned and facilitated professional development. In addition, OEZSA has solved what is probably the greatest problem of American secondary schools - the anonymity and adult/student disconnect of the factory-model high schools. The Counselor Teacher Mentor advisory structure fosters strong relationships between youth and adults. The "consulting teacher" is a real force in our youngsters' lives, holding students accountable for minor infractions; providing advice on jobs, college, and health when needed; and keeping in constant contact with families around progress. The unstated assumption of the consulting teacher system is that each adolescent is worthy of sustained individual attention from a school adult. The CTM, in conjunction with the student, manages a contract that travels from class to class so academic and behavioral data is collected and shared daily with student, CTM and family.

In addition, CTM and staff rely on their training in the principles of Restorative Justice talking circles to build community and to establish alternative ways to repair harm while simultaneously addressing the social emotional needs of youth through Transformative Life Skills (dynamic mindfulness). This combination contributes to an intentional school culture and climate where violence is extremely rare. Street Academy averages one fight per year.

School and Pathway Assessment:

Please insert score based on the Planning Team's completion of the Measure N Initial Self-Assessment. Planning teams should review the rubric and score their school/pathway prior to completing the Budget Justification and Narrative Section Below:

Pathway and Leadership & Direction		Building Rigorous Academic Core	
<i>Mission and Vision</i>	<i>2.5</i>	<i>Rigorous, Relevant, and Integrated</i>	<i>2</i>
<i>Leadership Configuration</i>	<i>1</i>	<i>Collaborative Learning</i>	<i>1.5</i>
<i>Distributed Leadership</i>	<i>2.5</i>	<i>Teacher Shared Best Practice</i>	<i>2</i>
Equity		<i>Teacher Collaboration Time</i>	<i>1.5</i>
<i>Open Access & Equitable Opp.</i>	<i>3</i>	<i>Teacher Professional Learning</i>	<i>2</i>
<i>Diverse Student Representation</i>	<i>2.5</i>	Personalized Student Support	
<i>Closing the Opportunity Gap</i>	<i>2.5</i>	<i>Support of Student Needs</i>	<i>2.5</i>
Program of Study/Master Schedule		<i>College and Career Plan</i>	<i>1.5</i>
<i>Pathway Theme</i>	<i>1</i>	Work Based Learning	
<i>Integrated Core</i>	<i>1.5</i>	<i>Types of Student Experiences</i>	<i>1.5</i>
<i>Cohort Scheduling</i>	<i>1</i>	<i>WBL Pathway Outcomes</i>	<i>1</i>
		<i>WBL Pathway Evaluation</i>	<i>1</i>

Budget Justification and Narrative

In the following sections, please review the self assessment and reflect on your team's plan to:

1. Create a Design Team to lead a deep analysis of school outcomes and generate a design plan for pathway launch or augmentation. This Design Team will create the Full 3 Year Implementation Plan that uses the Measure N framework to address the following measures.

The Goals of the Measure

- Decrease the high school dropout rate
 - Increase the high school graduation rate
 - Increase high school students' readiness to succeed in college and career
 - Increase middle school students' successful transition to high school
 - Reduce disparities in student achievement and student access to career pathways based on race, ethnicity, gender, socioeconomic status, English Learner-status, special needs status, and residency
2. You **MUST** describe the current programmatic narrative for **EACH** section of the budget narrative based on the Measure N Initial Self. Planning activities should only be included in each area even if they do not have a direct cost associated with them.
 3. If the Planning Team for **existing pathways** would like to **pilot** or redesign one of the four specific domains identified by Measure N, please explain how you plan on using the funds to develop strategic changes that will lead to improved outcomes in the planning year.
 4. Add additional lines if you would like add additional budget items.
 5. All budget items should total up to the total grant amount based on projected enrollment for 2015-16.

1. Design Team Establishment, Vision Development, Pathway Leadership Development and Equity

Current Programmatic Narrative Based on Rubric from "Pathway Leadership and School Vision" & "Equity, Access and Achievement" Domains

These 2 domains are foundational elements to the 4 Pillars of Pathway Development. Design teams must have a conversation and discussion in these areas prior to planning in the 4 other domains.

Currently Street Academy fluctuates between approaching and meeting when it comes to "equity". We feel that by design, Street Academy's enrollment and recruitment processes are open, accessible and equitable. Our processes engage student, family, teacher and staff in understanding how to best support those seeking a smaller school with more individualized attention, a plan for meeting A-G requirements, and options for credit recovery. Street Academy has also always had strong ties with community based organizations so this grant presents an opportunity to formalize these relationships so they are strengthened and sustained.

Currently Street Academy does not have a pathway but assuring access to the pathways once developed can easily be embedded into our current enrollment structure. The overall demographics of our student body includes a high concentration of each specific subgroup. No student is ever turned away for low academic performance and upon enrolling all students will be able to access our newly formalized pathways. A shift in the achievement distribution of our student body is needed and this requires intensive academic acceleration strategies shared from one classroom to the next.

OEZSA has been a long time proponent of exposing students to a variety of career pathways and preparing youth for life after high school. In our analysis of the pathway leadership and school vision, we are scoring developing and approaching because we have yet to formalize our pathway. With the absence of a college

counselor as a result of budget shortfalls at UC Berkeley's TRIO/Talent Search program (long time community partner), this school year has been particularly challenging when it comes to engaging students and families in the career and college exploration process. As of now, teachers identify with our social justice and community organizing vision but do not consider themselves members of a pathway

Budget	2015-16 Planning Activities	Anticipated Outcome
n/a	<ul style="list-style-type: none"> - Engage in vetting process to determine qualifications, scope of work and evaluation criteria for a "pathways coordinator" to manage outreach, exploration visits, student recruitment, marketing, etc 	<ul style="list-style-type: none"> - Clear vision and mission will be developed around pathway focus and teachers will have specific, defined roles
\$7,400.00	<ul style="list-style-type: none"> - Planning retreat in August to engage teachers, staff, board members and other stakeholders in the pathway visioning and planning process. Provide refreshments, teacher stipend, meeting space. 	<ul style="list-style-type: none"> - Clear vision and mission will be developed around pathway focus and teachers will identify pathway teachers with specific, defined roles
\$1,500.00	<ul style="list-style-type: none"> - Pay a facilitator to lead the visioning and planning activities at the retreat 	<ul style="list-style-type: none"> - Clear vision and mission will be developed around pathway focus and teachers will have specific, defined roles
\$3,700.00	<ul style="list-style-type: none"> - Pay extended time for teachers and staff to engage in pathway planning meetings beyond the school day. 	<ul style="list-style-type: none"> - All students will meet relevant benchmarks to student achievement relevant to all other subgroups in the pathway
n/a	<ul style="list-style-type: none"> - Planning team to visit other schools that have relevant model programs to investigate research based practices, cycles of inquiry in our planning? 	

2. School-Wide Rigorous and Challenging Academics for All Students

Current Programmatic Narrative Based on Rubric		
<p>In this domain, Street Academy does not have a pathway yet so of course we are designing. Overall we assessed ourselves as developing and approaching when it comes to rigorous and challenging academics for all students. All of our students are enrolled in A-G courses and are expected to complete courses with a C or higher. Student progress is monitored daily through CTM and contract and bi-weekly progress reports produced and distributed allow teachers to provide tutorial for those students needing support in their subject area.</p> <p>OEZSA teachers engage students in project based learning that is standards aligned as well as aligned with our vision of education through understanding social justice and community organizing. With increased collaboration time embedded into the school day, teachers will develop rubrics and common formative and summative assessments focused in our established pathway theme.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
n/a	<ul style="list-style-type: none"> - Continue bi-weekly progress report distribution with more deliberate design of intensive supports across content areas for students reading, writing and doing math below grade level. 	<ul style="list-style-type: none"> - All students will be able to gain relevant work experience as a result of Street Academy's strengthened relationships with community partners as determined by student needs
n/a	<ul style="list-style-type: none"> - Provide professional development around best practices for reading acceleration (ie: integrating Achieve 3000 into all content areas; sharing strategies for differentiation and to develop college level writing skills) 	<ul style="list-style-type: none"> - All students will meet relevant benchmarks to student achievement relevant to all other subgroups in the pathway
n/a	<ul style="list-style-type: none"> - Teachers to participate in Common Core aligned OUSD professional development on 2nd Wednesdays 	<ul style="list-style-type: none"> - All students will meet relevant benchmarks to student achievement relevant to all other subgroups in the pathway

3. Program of Study

Current Programmatic Narrative Based on Rubric		
<p>OEZSA is in the beginning and designing stages of our pathway theme although some integrated academic and technical work has happened in a few teachers' classrooms. And, although we have developed a variety of personalized supports as a result of the challenges facing the population of youth we serve, personalized support for social emotional learning is more developed than our personalized academic supports. The development of a pathway and the creation of more deliberate planning time can help us achieve a more balanced approach to how we support our youth.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
n/a	<ul style="list-style-type: none"> - Designing a Master Schedule that groups students in cohorts and imbeds common planning time for teachers 	<ul style="list-style-type: none"> - Students will have a comprehensive sequence of work based learning experiences
\$1,000.00	<ul style="list-style-type: none"> - To create the positive shift needed in achievement distribution, teachers will receive more common planning time to share best practices and develop integrated curriculum. This 	<ul style="list-style-type: none"> - All academic and technical coursework is integrated in all grade levels

	may require hiring subs at times	
\$3,000.00	<ul style="list-style-type: none"> - Acquire a part time college counselor/work-based learning coordinator to consult around the needs of a college and career focused pathway with plans of moving to full time in 2016/17. 	<ul style="list-style-type: none"> - Pathway will be developed and continuously vetted to assure alignment with current regional workforce needs.
n/a	<ul style="list-style-type: none"> - Continue bi-weekly progress report distribution with more deliberate design of intensive supports across content areas for students reading, writing and doing math below grade level. 	<ul style="list-style-type: none"> - All students will be able to access enrollment into the pathway because regular and consistent academic diagnostics will happen and interventions will accelerate students toward academic achievement.

4. Work-based Learning

Current Programmatic Narrative Based on Rubric		
<p>OEZSA is in the beginning and designing stages in this domain. We have developed an extensive base of community partners, yet how youth get involved with these organizations and how it connects to curriculum is not well defined. Students, teachers and families do not consider Street Academy as a pathway school.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
\$200.00	<ul style="list-style-type: none"> - Host 2nd Annual "Back to School" Social Justice Fair. Serve refreshments and survey families, students and cbo participants. Also, connect All seniors (& some 10th, 11th graders) to service learning placements for the English 4A Action Research Project 	<ul style="list-style-type: none"> - Students and families will be exposed to, learn about and analyze the changing demands and future trends of the labor market - Process for gathering input from industry partners, including family and student voice regarding quality of work-based learning experiences will be formalized
n/a	<ul style="list-style-type: none"> - Host 1st Annual "End of Program" Social Justice Exhibition of all student experiences and learning. Serve refreshments, survey families, students, cbo participants. Include after school program participants for showcase. - Survey current community partners for input on designing social justice pathway. - 	<ul style="list-style-type: none"> - Students and families will be exposed to, learn about and analyze the changing demands and future trends of the labor market - Process for gathering input from industry partners, including family and student voice regarding quality of work-based learning experiences will be formalized
n/a	<ul style="list-style-type: none"> - Formalize our service learning component so that current community partners are vetted, streamlined and agreements around partnership focus, goals and outcomes are reached 	<ul style="list-style-type: none"> - Work based learning experiences will happen at each grade level
n/a	<ul style="list-style-type: none"> - To create the positive shift needed in achievement distribution, teachers will receive more common planning time to share best practices and develop integrated curriculum 	<ul style="list-style-type: none"> - Work based learning experiences will happen at each grade level and learning will be relevant and integral to the increase in student achievement

(see above)	<ul style="list-style-type: none"> - Pay extended time for teachers and staff to engage in pathway planning meetings beyond the school day 	<ul style="list-style-type: none"> - Identifying and exposing youth to opportunities to learn about and analyze the changing demands and future trends of the labor market will be embedded into our school's academic culture. Community partnerships will flourish
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5. Personalized academic, social, and emotional support services.

Current Programmatic Narrative Based on Rubric		
<p>Street Academy fluctuates between beginning & designing and developing & approaching stages of our pathway theme although some integrated academic and technical work has happened in a few teachers' classrooms. Although we have developed a variety of personalized supports as a result of the challenges facing the population of youth we serve, personalized support for social emotional learning is more developed than our personalized academic supports. Our supports focused on students' social emotional learning are constantly underfunded for what is actually needed to re-engage our youth in their education process. The development of a pathway and the creation of more deliberate planning time can help us achieve a more balanced approach to how we support our youth for success in and beyond high school.</p>		
Budget	2015-16 Planned Activity	Anticipated Outcome
n/a	<ul style="list-style-type: none"> - Continue bi-weekly progress report distribution with more deliberate design of intensive supports across content areas for students reading, writing and doing math below grade level 	<ul style="list-style-type: none"> - Through timely and consistent data reviews, intervention and acceleration strategies will positively impact student success.
n/a	<ul style="list-style-type: none"> - Continue tri-annual, one-on-one CTM, parent/family and student meetings to review progress. Begin to shift focus on requiring youth to present and explain progress so reflection happens from the student and is not adult dominated 	<ul style="list-style-type: none"> - Student understanding of their own metacognitive processes will increase capacity and ability to take responsibility for developing executing and monitoring their own college and career plans
see above	<ul style="list-style-type: none"> - Acquire a part time college counselor/work-based learning coordinator to consult around the needs of a college and career focused pathway with plans of moving to full time in 2016/1 	<ul style="list-style-type: none"> - Access to information and early planning for life beyond high school will happen so that all our aligned with needs, goals and aspirations of the student
n/a	<ul style="list-style-type: none"> - Continue to strengthen participation, coordination of services and communication through our Continuous Accountability and Resource Engagement (COST) Team 	<ul style="list-style-type: none"> - Students and staff will be equipped with healthy coping skills for more attentive and consistent monitoring and implementation of individual success plans aligned with students' college and career plans
n/a	<ul style="list-style-type: none"> - TLS (Transformative Life Skills) or "dynamic mindfulness" training to sustain current culture, train new hires and confront challenge of traumatized youth choosing to self medicate. 	<ul style="list-style-type: none"> - Students and staff will be equipped with healthy coping skills for more attentive and consistent monitoring and implementation of individual success plans aligned with students' college and career plans

<p>\$ Other funds</p>	<ul style="list-style-type: none"> - Hire Restorative Justice Coordinator to sustain current culture, train new hires and confront harm in a way that eliminates suspensions and increases student time instructional time 	<ul style="list-style-type: none"> - Coordinator will engage with students and families in ways that are culturally responsive and individual students needs will be met.
<p>\$ Other funds</p>	<ul style="list-style-type: none"> - 2 day Training of all teachers, staff and support staff in Restorative Justice. One day for community building and one day for understanding how to repair harm 	<ul style="list-style-type: none"> - CTM and staff will engage with students and families in ways that are culturally responsive and individual students needs will be met.
<p>\$5,000.00</p>	<ul style="list-style-type: none"> - Pay a stipend to a “Lead Consulting Teacher” to provide coaching and to share expertise in the “how-to’s” of consulting teaching. Emphasis would be around what it takes to support a youth to get to college and navigating A-G so some training required. 	<ul style="list-style-type: none"> - Quality will be monitored and CTM will be supported in coordinating with students, families and cbos around individualized student success plans